

Inspection date	23/10/2014
Previous inspection date	28/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder offers children a welcoming environment with a friendly atmosphere which is safe and adequately resourced.
- Children enjoy the activities on offer, appear settled and are generally occupied in their day, with their care and dietary needs met.

It is not yet good because

- The childminder has failed to notify Ofsted of a change to the adults living in the home and has not obtained a Disclosure and Barring Service check for all such adults.
- The childminder does not gather good levels of information from parents to inform children's starting points and does not consider fully children's home languages and cultures in order to plan appropriately to support them so they make good progress.
- The childminder has a basic understanding and does not have the required written safeguarding statement in place to meet requirements of the Childcare Register.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent the majority of inspection time with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and sampled policies and other records.
- The inspector discussed the self-evaluation process and how the childminder obtains the views of all the users of her setting.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder registered in 1994. She lives with her two teenage children in Winklebury, Basingstoke, in Hampshire. The childminder uses the whole of the ground floor of her home for childminding. There is a small enclosed front garden for outside play. The childminder also makes use of local facilities such as parks, the library and toddler groups. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is currently minding four children in the early years age group. She also cares for six school-aged children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain an enhanced Disclosure and Barring Service check in respect of every person aged 16 and over who lives on the premises on which the childcare is provided
- increase understanding of procedures to follow to safeguard children in line with the guidance of the relevant Local Safeguarding Children Board (LSCB) and the action to be taken in the event of an allegation being made, for example by attending safeguarding training
- plan for the individual needs, interests, and stage of development of each child, with specific regard to their home language and culture and use this information to better identify their starting points, plan for their next steps in learning and share these with parents and carers

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making suitable progress in their learning and development overall in relation to their starting points. The childminder is kind and caring in her interactions and children appear happy and suitably settled. She adequately knows the children in her care and meets their needs. However, the childminder does not currently have a secure system in place to assess each child's prior learning when they first start in her care. She does not gain good information about their home language and how to support this or their home culture. This means that she does not have a thorough enough understanding of their starting points in order to support them well, for example in learning English. Although during routine play the childminder identifies some target areas for children to work

towards, these are also very general. This means that on occasions the activities on offer do not provide enough challenge to help children to make good progress in their learning. The childminder completes daily visual assessments on how well children are doing in their learning. She uses these to build on what the child is doing that day to help them to gain new skills and make progress.

The quality of teaching requires improvement. The childminder engages appropriately with all children. For example, they sit on the floor together while involved in activities. She supports the language acquisition of young children by modelling the words and giving praise when children attempt to put words together, as well as reinforcing the correct pronunciation. For example, when they count together, children start to say 'one, two, three.' The childminder praises them, repeats the counting later in other activities to re-enforce it to build on children's learning. Children enjoy reading books with the childminder, turning the pages themselves, which supports early reading skills, and using books as a prop for counting. However this is often very repetitive and does not provide suitable challenge when children show that they are ready to move to the next stage in their learning. As a result, children make adequate progress towards the early learning goals, which supports their future learning and readiness for school.

The childminder forms suitable partnerships with parents and they are complimentary of the childminder and the care she provides. The childminder shares targets in learning verbally with the parents so they are aware of how she is supporting their children to make progress. She also provides the parents with some information in daily diaries to keep them informed about their child's care and learning with the childminder. The childminder is aware of the need to share such information, in order to support continuity of learning and care for each child. She shares basic information from children's learning journey records with parents, so that parents can see the progress that their child is making in their learning and development. However the quality of the information in these is variable and so parents only get a general picture of where their child currently is in their learning.

The contribution of the early years provision to the well-being of children

Young children are settled and form secure relationships with the childminder. They readily go to her for cuddles and clearly enjoy being in her company. The childminder gathers useful information from parents regarding their child's care needs and interests, when the children first start at her setting. This enables the childminder to follow consistent home routines. As a result, children feel safe and secure and the moves between their homes and the childminder's home are smooth.

Children are encouraged to make choices about their play. The childminder offers them an adequate range of toys which they can help themselves to from around the room. These suitably support learning and keep children occupied. The selection varies according to age and interest and includes a suitable selection of natural toys. However there is a limited selection of good quality resources that reflect and value children's home culture. This is because the childminder lacks a good understanding of how to reflect children's

home experiences, religion and languages in her setting. Furthermore, in an attempt to promote this, the childminder has gathered a token range of resources that do not positively promote difference and the wider world. She displays these on shelves out of the reach of children. This means that these resources provide little value to children's learning. Further resources are available in the garden area and photographs show that children use these suitably well to support their learning. The larger back garden is not currently used by the children, so the childminder takes them out into the community for walks and trips to the park to help them build on their physical development, for example by running and climbing.

The childminder adequately promotes healthy lifestyles. She helps children to learn about the need for hand washing as she wipes their hands before meals with wet wipes. The childminder provides snacks and drinks in line with parents' wishes and serves the children meals that their parents provide. She works suitably well with parents to support them to provide healthy meal options for their child.

The children understand the importance of clearing away some of their toys after they have used them, to ensure the environment remains safe and free from hazards. This supports children in learning about keeping themselves safe.

The effectiveness of the leadership and management of the early years provision

The childminder demonstrates a basic knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, she has failed to ensure that all family members aged over 16 years have completed the required Disclosure and Barring Service check to verify their suitability, to ensure children's safety. She has also failed to inform Ofsted of an event that led to a change in the space that is used for childminding and of the changes to the adults who live on the premises. This however, has not had a significant impact on the children's well-being or safety because the childminder supervises children closely and safeguards their welfare.

The childminder lacks a good understanding of the child protection procedures to follow if she has a concern about a child in her care. She has not attended safeguarding training for some time and this is reflected in her policy, which does not reflect current guidelines and safeguarding procedures. This is a breach of the safeguarding and welfare requirements and the associated requirements of the Childcare Register.

The childminder completes daily risk assessments of the home and equipment, to identify and minimise any hazards to children. She also uses suitable strategies to create a safe home for children. The childminder makes use of some written risk assessments to help her to further promote children's safety. She has some basic policies and procedures in place, which she shares with parents so they understand more about how she cares for their children. Documentation such as a daily attendance register and permission for outings are available. The childminder has the necessary public liability insurance and she holds a paediatric first-aid qualification in line with requirements. A small selection of

records are kept of children's details. The childminder has a basic regard and understanding of her responsibility to maintain these.

Self-evaluation procedures are adequate. Since her last inspection the childminder makes better use of observations to identify and plan for children's next steps in learning. However, these are not yet fully embedded to support her in taking children's individual learning forward, in areas such as child-initiated play, in order to help them to make good progress towards the early learning goals. The childminder understands the purpose of self-evaluation and consults with parents informally about the quality of the setting to help her to strive to improve the outcomes for children. The childminder uses basic procedures to monitor the effectiveness of the educational programmes she provides to support children's learning. She demonstrates an adequate understanding of her responsibilities to support children's learning and monitor their progress and has trialled a number of ways to track children's learning which are becoming embedded. The childminder uses the internet as a source to support her developing understanding. In addition, she has made use of some downloaded resources to increase her confidence in supporting children's learning. Overall however, there are still gaps in the provision the childminder offers. For example in how she values and supports children to use their home language and how she values their home culture. This stems primarily from her lack of a good understanding of how to plan to support young children's learning and how to link this back to the activities she offers.

Partnerships with parents are generally positive. They receive daily verbal feedback to keep them appropriately informed of their children's activities so they are able to continue these at home. This also suitably promotes continuity of care and ensures that parents are aware of some aspects of their child's learning and development. Through discussion the childminder demonstrates an understanding of the importance of building partnerships and links with other settings when the time comes to help children to be ready for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as possible (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as possible (no later than 14 days after the change occurs) (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	112484
Local authority	Hampshire
Inspection number	813424
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	28/09/2011
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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