

Inspection date	18/09/2014
Previous inspection date	04/03/2009

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

- Children are happy and enjoy their play and learning. The childminder provides a suitable variety of activities that cover children's interests and different areas of learning and development.
- There are good pictorial systems for children to learn personal hygiene routines, which gives them a sense of belonging.
- The childminder promotes mathematical development well in freely-chosen play.

It is not yet good because

- The childminder is not consistently clear on the learning aims of all play activities and of how they link to the seven areas of learning. Consequently, this does not fully promote children's learning and development.
- The childminder does not consistently identify challenging next steps in children's learning and provide purposeful interaction to support children to make good progress across all areas of learning.

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 observed children's play and the childminder's interactions with them.
- The inspector discussed the children's starting points and progress with the childminder.
- The inspector sampled and discussed relevant documentation including some safeguarding documentation and learning records.
- The inspector viewed written feedback from parents.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder registered in 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years age range. She also cares for two older children. The childminder lives with her husband and two sons, one of whom is an adult, in a house in the Widley area of Portsmouth. The ground floor of the home is used for childminding and there is an enclosed garden available for outdoor play.

What the setting needs to do to improve further

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

- develop knowledge of the learning aims of play activities and understand how these link to the seven areas of learning and early learning goals to promote children's learning and development effectively
- implement children's next steps in learning through skilful, purposeful and effective interaction in both child-initiated play and adult-led play, to ensure children make good progress across all areas of learning.

Inspection judgements

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

Older children demonstrate confidence and enjoyment in their play and learning. The childminder promotes some areas of learning and development well and some less well. This is because she is not completely aware of the varied learning aims of different play activities and of how they link to the seven areas of learning. For example, children showed a lot of enjoyment and motivation in their learning when they engaged in a baby doll role-play activity with the childminder. They talked constantly about what they were doing and involved the childminder in their play asking questions, such as, 'Where's baby's dummy? Would you like some cake?' The childminder played with the children and engaged in some of the role play but did not maximise teaching and learning opportunities through purposeful, skilful interaction to extend children's learning further. This means she is not building successfully on what children already know and can do. For example, the childminder asked children closed questions, which resulted in a, 'Yes', or 'No', answer. She did not pose skilful questions, give comments to extend, or pause, to effectively promote their thinking skills. In addition, she has not thought of any next steps in learning for the children in the area of communication and language because she has assessed the children as having good speaking skills. However, the childminder does promote mathematics well. She encouraged the children to count the candles on the cake, to talk

about and compare how many there were of the two colours, and to calculate a total by combining the two colours.

Children enjoy the freedom of the toys laid out for them in the lounge, playing purposefully. Babies crawl around and pull out the exploratory toys from their treasure basket. They copied the visitor by touching a sensory book and making crinkly noises, while the childminder supervised older children painting. The childminder takes an interest in what older children say and do, interacting positively and with understanding. However, her interaction is not always purposeful and well targeted to extend their learning. For example, during the painting activity children made marks and talked about the colours they used. When they mixed the colours to create a different colour, brown, the childminder did not fully explore this, to embed and maximise learning further.

The childminder has a suitable observation and assessment system but the planning system is less secure. This is because her planning for each child's needs is not fully in place and not implemented consistently each day, through routines, play and the childminder's interactions. The system includes photographic learning records of children's developmental progress and some written observations. Although not linked to areas of learning, the childminder shares these records regularly with their parents. Children demonstrate positive attitudes and are motivated to take part in play and learning activities.

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

Children show they have a secure relationship with the childminder; they are growing in self-assurance and emotional well-being. Babies have some cuddles from the childminder who demonstrates she interacts with them appropriately. Older children show they are happy in their play and routines because of the understanding attention they receive from the childminder. Overall, all children feel safe, secure and have a good sense of belonging. For example, they pointed to their photograph and name displayed in the downstairs toilet talking about the colour of their towel and the childminder's towel. Older children behave well and enjoy the praise they receive from the childminder. The childminder pays some attention to young children's safety. She supervises older children painting on a high stool in the kitchen and occasionally checks on crawling babies exploring their environment at the same time. Children are always within her sight or hearing at all times.

The childminder pays suitable attention to promoting healthy lifestyles. Young children enjoy regular outside play in the garden, during fine weather, to gain fresh air and exercise. In addition, there are visits to toddler groups, where children are able to take part in activities that promote their learning, including large movement and physical skills. Children benefit from a healthy snack mid-morning and a drink to keep them hydrated; children's parents provide their other meals. Older children follow the hygiene routines, such as washing their hands before eating and after using the toilet, supported by the childminder. The childminder offers children a suitably, welcoming and stimulating indoor play environment, within her home. She has toys available to them in the living area of the home and a choice card with photographs of other play resources that are not in the

main play area. Outdoors in the garden, she has numerals displayed on the fence, which promotes some aspects of mathematical development. Children are suitably prepared for their next stage in learning because the childminder promotes some elements of their all-round development.

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

The childminder has a secure understanding of her responsibilities regarding meeting the safeguarding and welfare requirements. She understands and describes how she would implement the child protection procedure, in the event of any child-welfare concerns. The childminder conducts risk assessments of areas used by children and demonstrates her ability to minimise potential hazards to children. For example, she has tied up the blind cords out of reach from crawling babies. Her safeguarding documentation is extremely well organised, up to date and complete, such as her attendance register, and medication records. They are easily available for inspection. She regularly undertakes a fire drill with children, which she records and evaluates. Consequently, children know how to evacuate the home in the event of an emergency.

The childminder shows a clear drive towards improvement, showing commitment and dedication, since her last inspection. She evaluates her provision and gains good support from her husband to understand aspects of children's learning and development. However, her monitoring and evaluation system for her educational provision is not thorough enough. This means that her educational provision is not consistently good because she is still developing knowledge of how to support children effectively in all areas of learning. Since her last inspection, she has put a lot of effort into improving systems and to make them simpler for her to maintain. She understands, however, that children's learning and development is an area for her development.

The childminder has a positive approach to working with parents. She builds strong relationships with them through her clear lines of communication. This includes sharing with parents the daily written diary and attractive photographic records of children's play and learning. The childminder sends typed observations and written assessments of children's developmental progress electronically to parents. However, these do not clearly link to areas of learning, or include children's next learning steps. Parents report they are happy about the provision and with how the childminder meets their child's needs. They appreciate the advice the childminder gives to them on feeding and babies' routines.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	111505
Local authority	Hampshire
Inspection number	813406
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	04/03/2009
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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