

Inspection date	24/11/2014
Previous inspection date	08/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The childminder is enthusiastic and motivated to increase her skills through training; she continuously reflects on her practice to help her identify ways of improving outcomes for children.
- Children feel safe and secure and their emotional development is good due to the familiar routines and the calm, understanding support they receive from the childminder.
- The childminder provides a wide variety of play and learning experiences in and outside the home that meet the individual learning needs of all children and that help them to make good progress.
- The childminder works closely with parents and other agencies to help her meet children's individual needs effectively.

It is not yet outstanding because

- On occasions, the childminder does not ask questions highly effectively to promote fully children's communication skills.

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 activities in the home and garden, and had discussions with the childminder and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including records of self-evaluation and action plans, children's records, safeguarding procedures, training certificates, and feedback from parents.

Inspector

Jacqueline Munden

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband and their two school aged children in Southsea, Hampshire. The ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. The family has pet gerbils. There are currently 11 children on roll, of whom, four are in the early years age group. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- raise teaching for children's communication and language skills to a consistently very high quality by strengthening ways in which children are asked questions.

Inspection judgements

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

The childminder works closely with parents together to support children's learning needs. Parents share information with the childminder about their children's abilities during initial meetings. The childminder continually develops her knowledge of children's abilities through her observations of their play. She makes precise assessments of children's levels of development and makes effective plans to progress children's learning. She takes prompt and effective action to help children who are not reaching expected levels of development. For example, she sought support and attended training to help her promote children's early communication and language skills. She gains children's attention when talking to them and carefully pronounces the beginning sounds of words. She encourages children to reply. This has had a very positive effect on children with communication difficulties as they are saying more words.

Children are motivated and happily initiate their own play. They selected a favourite book and took it to the childminder who read it with them. Children excitedly pointed to and named the various emergency vehicles, showing they are building their vocabulary. On occasions, the way in which the childminder asked questions only needed children to reply with, 'Yes' or, 'No', or, 'There'. This means children are not always being encouraged to increase the words they use in a reply, which does not always not promote this part of children's communication and language skills highly effectively.

The childminder fully understands the requirement regarding the progress check for two-year-old children, which feeds into her ongoing assessments. Parents are free to view and

contribute to their children's records at any time. The childminder includes parents fully in their child's learning at home. For example, she has provided parents with books to share with their children at home and emails them a top tip for language every month from the 'Every child a talker' programme. This has had a very positive impact on children's future learning.

Children make good progress and develop the skills they need for the future as the childminder provides a wide variety of good quality, planned learning experiences. The childminder demonstrates that she has a secure understanding of the areas of learning covered during play activities. She uses children's interests to plan activities that build on their knowledge and move them forward. For example, during the inspection, the childminder provided a painting activity to encourage children who are reluctant to take part in messy and creative play. She knew the children were very interested in vehicles and trains, so provided model trains and showed them how to run the wheels through the paint and then onto paper. She described what was happening to increase their understanding. Children quickly became absorbed in the activity and happily explored the paint. They developed their coordination as they pushed the trains backwards and forwards and round and round the paper. The childminder talked about the shapes they made, 'You have made circles and my straight lines have made squares.' This promoted children's early mathematical skills.

Children enjoy exploring and learning in the childminder's garden. They enjoyed digging in the soil and the childminder took the opportunity to engage them in planting some seeds. She shows she is motivated to increase children's skills and makes many of her own resources to teach the children. For example, she has made a number line game. She hid number cards in the garden and the children went on a number hunt. When they found a card they excitedly took it to the number line, matched it to the corresponding number, and put it in the pocket. The childminder taught them the numbers as they found them and encouraged them to look carefully and to match them, saying, 'Is it the same?' She pointed to each number and said it aloud, pausing for children to say the numbers she felt they would know. This promoted children's number and counting skills effectively. Children show they are very interested and motivated to take part and learn, and have high levels of concentration in relation to their age and stage of development.

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

The childminder supports children's emotional well-being effectively. She obtains information from parents about children's daily routines and health needs. The childminder uses words and phrases in children's home languages, which helps them to feel valued and included. As a result, children settle quickly and develop strong bonds with the childminder. Children showed they felt safe and secure as they laughed and chatted with her. The childminder is a good role model, demonstrating polite and caring attitudes. This results in children learning respect for others in age-appropriate ways. She takes children to groups where they meet with others to help them build on their social skills. Children respond well to the childminder's calm and consistent approach to managing their behaviour. This results in children learning to manage their emotions and to be kind to

others.

The childminder helps children to prepare for the next stages in their learning well. They develop high levels of independence and self-care skills and are motivated to learn. This is because the childminder gives children the time to master everyday tasks, such as zipping up their coats. Children showed they were interested and determined as they peeled and chopped a banana at snack time. Children are learning to keep safe as they wear high-visibility vests and learn to cross the road safely when they are out walking. The childminder teaches children about keeping healthy effectively. She talks to them about the importance of washing their hands before eating and about foods that are good for them. Children are learning effective routines as they brush their teeth after lunch. Children benefit greatly from daily opportunities to play in the fresh air and develop their physical skills. The childminder takes them to forest school play sessions, to parks and to the beach. This means children are learning about the natural world while enjoying playing outdoors.

Children make choices about what to play with from the very well-resourced play areas and garden. The wide range of toys and equipment meet the developing needs of all children very well. Many are in boxes with labels on them, with pictures and words in the languages of children attending. This makes it easy for children, including those children learning English as an additional language, to find and investigate independently. As a result, children are interested and initiate their own play well. Children use electronic toys that help them to learn about information and communication technology. They learn about the wider world as they learn about different cultures through books and by celebrating different festivals.

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

The childminder has a secure understanding of her duty to safeguard children and to meet the safeguarding and welfare requirements. She has recently updated her knowledge about child protection through training and is clear about the procedure to follow should she have a concern about a child. The childminder regularly carries out comprehensive risk assessments to ensure that children are safe in her home and on outings. All aspects of the childminder's provision are well organised so children can play safely. The childminder makes sure her home is ready and that she has activities and resources ready for when children arrive. This helps the safe and smooth running of her service and she can spend her time focusing on the children.

Since the last inspection, the childminder has actively increased her knowledge and skills through ongoing training. This has a positive effect on outcomes for children. The childminder regularly evaluates her practice, which helps her to continuously improve her service. She meets with other childminders to share good practice and seeks the views of parents and children to help her drive improvement. The childminder demonstrates a good understanding of the learning and development requirements. She monitors children's development to help her make sure the educational programmes are effective.

The childminder develops very positive partnerships with parents and other professionals involved in children's care and learning. There is a good daily exchange of information with them, which means she can cater for each child's needs. Parents comment that children take part in a variety of activities and that they make good progress. Parents report that they value the support they have received from the childminder, such as to increase their children's language skills. The childminder provides parents with a wide range of information including the policies and procedures that underpin her good practice. This helps to make sure parents are clear about her service. She provides parents with good information about the Early Years Foundation Stage and how she helps their children to learn. The childminder works effectively with outside agencies, such as speech and language therapists and other early years providers, which means she can support all children successfully.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY379387
Local authority	Portsmouth
Inspection number	844476
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	08/07/2009
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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