

Inspection date	24/11/2014
Previous inspection date	04/05/2012

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 build a good relationship with the childminder, who is warm, patient and understanding of their needs. At times, she provides them with purposeful interaction, which promotes their learning.
- The childminder shows a secure knowledge of child protection, in the event of any child welfare concerns.
- The childminder forges communicative relationships with parents to ensure there is continuity of care and some learning opportunities.

It is not yet good because

- The planning of the educational programmes does not consistently build on children's next learning aims to ensure children make good progress in all areas.
- The learning environment, indoors and out, is not stimulating and does not effectively match the needs of the varied age range of children.
- The childminder's assistant has an insufficient knowledge of the learning and development requirements.

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, routines and the childminder's interactions.
- The inspector discussed the children's starting points and progress with the childminder.
- The inspector sampled relevant documentation, including some safeguarding documentation and learning records.
- The inspector had a discussion with parents.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and two children, aged under eight, in the village of Clanfield, near Waterlooville, Hampshire. The ground floor of the childminder's home is used for childminding and there is an enclosed garden for outside play. A first-floor bedroom is also available for sleeping and overnight care is offered for up to two children. The childminder is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. The childminder works with her assistant. The childminder currently has 13 children on roll, 12 of whom are in the early years age group and all attend on a part-time basis. The childminder walks or drives to local toddler groups, pre-schools, the park and other places of interest.

What the setting needs to do to improve further

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

- ensure the educational programmes are consistently good, building on children's next learning aims and offering challenging experiences in all learning areas
- improve the quality of teaching and learning by considering carefully the individual needs, interests, and stage of development of each child and use this information to organise a well- resourced, stimulating environment, which supports children's all-round development.

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

- increase the assistant's knowledge and understanding of the areas of learning and how these link to children's play activities to ensure teaching is consistently good or outstanding.

Inspection judgements

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

Young children demonstrate they are making steady progress in their key skills because of the suitable guidance and support they receive from the childminder. They feel relaxed and play happily indoors and out, going about their self-chosen activities in the home from home environment. The childminder works with an assistant and, between them, they have a lot of children to care for with varying needs. Although the childminder demonstrates she knows how to promote children's learning and development, the assistant has a limited knowledge. This means that when she is leading activities with the

children she does not make the most of them to promote children's learning. The television is sometimes on and not always used briefly or for specific learning purposes. The childminder acknowledges this is not good teaching practice because it hinders children's progress and development. When the childminder sets time aside, after meeting the babies care needs, to get down to the children's level and play with them, she offers them good support to play and learn. For example, she enthusiastically says she is going outside to play, which ignites the interest of the older children. They play with the mud kitchen, digging in the soil and go around the garden with the childminder to find ice. The childminder asks varied questions to encourage thinking skills, such as 'How long do you think it will take for the ice to melt?' when she puts it on the pirate ship. Children look for the shapes of ice on the patio and touch it with their feet. The childminder encourages them to talk about it being slippery and the grass being frosty, which develops their communication skills and vocabulary. In addition, it promotes their understanding of the world.

When the childminder briefly shared a favorite story with the children, they joined in with repetitive elements of the text, which helped promote their literacy skills. She plans adult-led activities delivered by her assistant, such as shape, potato printing. Children are encouraged to talk about and mix the colours, and use their imaginations saying 'It's fireworks'. However, the childminder does not adapt the activity for other children who are reluctant to get messy by, for example, using their favourite toys to encourage them to take part. Snack time is not always organised to promote social interaction and other learning opportunities, such as self-help skills and mathematics. Children wander around and watch television eating their pears. The childminder does not involve the children or engage them in becoming independent, particularly when they go out into the garden. The childminder puts their coat and shoes on for them, and does them up. This is because she is not consistently implementing their next learning aims in the key areas of learning. This reduces opportunities for children to gain some of the skills they need for the next stage in their learning, including school. Children receive warm, positive praise and encouragement when they succeed at a task, which boosts their confidence. Overall, children's speech and language skills are being developed. The childminder uses children's home language in play and learning when they first commence with her, which supports their emotional well-being and helps with their understanding. The childminder uses an observation, assessing and planning system, although this is not always effective to help her focus on and consistently implement children's next steps in learning. She completes a progress check for two-year-old children, which is available for parents.

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

Young children happily play in the childminder's home and show an attachment to the childminder because of the support they receive from her. Through her attention and guidance they show confidence and security. This is particularly evident for the youngest children and for those who have been attending the setting for a while. For example, they swiftly go off to sleep upstairs in a cot or in their pushchair. The childminder recognises when they are tired, gives them their bottle, cuddles them and puts them down for their nap, following their home routines closely. Overall, children behave well. Those who test

the boundaries receive positive and kind words from the childminder to help them follow the rules. For example, when children become cross and are reluctant to tidy away a very favourite toy in readiness for lunchtime, the childminder encourages them to help by explaining the toy bees need lunch as well. The childminder meets children's nutritional needs well. She offers them a hot nutritious meal at the end of the day, and a light lunch of sandwiches and fruit at lunchtime. Children can access their drinks throughout the day when they feel thirsty.

Children play and are cared for in a clean and suitably safe environment. The environment has been appropriately risk assessed and offers children a good amount of play space. However, the organisation and use of the large play spaces does not effectively match children's needs. For example, simple puzzles and toddler toys to promote small movement skills are not always available to children when they make play choices. Children are not always able to use the child-sized furniture to promote their personal independence. Nonetheless, the childminder makes good use of the garden and has a variety of toys and resources for them to enjoy. Children play in the Pirate ship's rainwater, with leaves, and the childminder uses this opportunity to talk to them about getting rid of the germs as they wash their hands afterwards. The childminder makes use of local parks and community groups to promote children's physical development and social interaction with others. Overall, children make steady progress and gain some of the skills they will need for their future learning.

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

The childminder has a suitable understanding of the requirements of the Early Years Foundation Stage. She has a secure understanding of child protection issues and what to do in the event of any child welfare concerns. This includes what she would do if she had concerns about the people working with her or allegations were made against household members. The childminder risk assesses the environment appropriately. For example, when she takes children out to the park, she only goes to parks that are fenced and gated, and checks for debris and potential hazards. Indoors trailing wires have been removed or made inaccessible to young children. Documentation is available for inspection and complete. For example, the attendance register, which was a point for development at her last inspection is completed as required.

The childminder is reasonably self-aware and can identify her strengths and some of her areas for improvement, with the support of other professionals. Together they have accurately graded her provision and devised an action plan, which is mostly well targeted. This is helping the childminder to move forward in terms of the quality of the provision. The childminder now displays children's artwork on the windows in the conservatory to help them feel proud of their achievements. The childminder is currently setting up a sensory/book den for the children but; the area is not fully developed. Nonetheless, this demonstrates the childminder is making improvements to her provision in order to enhance the learning experiences for children. The childminder is aware of her responsibility in ensuring her assistant is suitable to work with the children. Although her

assistant has attended mandatory training, including safeguarding and first aid, she has not attended training to enhance her knowledge of the learning and development requirements. Therefore, the quality of teaching is varied and this, at times, hinders children's progress.

The childminder has a generally good partnership with parents, who speak and write positively about their childminding experience. She shares information with them verbally and in written format about their children's care, play and learning, although there is less constructive information about the educational aims she has for the children. Parents report they are pleased with the childminding setting; they report that the childminder is friendly and approachable, that their children love attending, feel relaxed and enjoy the social experience with their friends. The childminder has developed positive links with the pre-schools the children attend. This helps to promote some continuity in children's care and learning.

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	EY438614
Local authority	Hampshire
Inspection number	816762
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	13
Name of provider	
Date of previous inspection	04/05/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

