

Inspection date	03/12/2014
Previous inspection date	28/09/2010

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 provides children with good indoor opportunities to choose their play materials and to follow their individual interests.
- Children are safe, secure and happy with the childminder, who has robust arrangements for safeguarding the them.
- The childminder builds good relationships with parents and shares information regularly to keep them fully informed about their children's progress.
- Each child receives an enjoyable, challenging experience across all areas of learning and they make good progress as a result.

It is not yet outstanding because

- The childminder has not gained full information from parents about children's abilities when they start with her.
- The childminder does not provide many opportunities for children's outdoor play experiences, including using their imaginations.

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 looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor learning environment and viewed the outdoor area and its resources.
- The inspector also took account of the written views of parents.

Inspector

Alison Large

Full report

Information about the setting

The childminder registered in 2010. She lives with her partner and two children in the Fratton area of Portsmouth. The ground floor of the home is used for childminding and children have use of an upstairs bathroom. There is an enclosed garden for outside play. The family has a pet dog. The childminder is currently minding three children in the early years age group. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder receives funding for the provision of free early education for children aged two, three and four years. 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:

- strengthen the two-way flow of information relating to each child's home experiences when children first start to obtain a full picture of each child's abilities across the areas of learning
- develop outdoor learning to give children a wider range of activities across the areas of learning, including encouraging children's imaginative play when outside.

Inspection judgements

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

The children are happy and enjoy their time with the childminder. They have fun using a wide range of interesting and appropriate activities and resources indoors across all areas of learning. The childminder makes children's individual needs a priority. They delight in the support and attention they receive from the childminder, who gets to know them well. The childminder is skilled at knowing when to play alongside children and when to allow them to develop relationships with each other and solve problems themselves. This approach supports progress well.

The children learn and develop in a stimulating environment, where the childminder is positive and encouraging. Children benefit from the childminder's commitment and enthusiasm, enjoying purposeful and interesting play. For example, they enjoyed making a den under a table, rolling cars down a cardboard tube and finding numbers on the number poster. They make good progress and develop useful skills for the next stage in learning because the childminder provides valuable support during activities.

The childminder provides good interaction with the children, talking to them during their

play; consequently, their language and vocabulary are developing well. She teaches them to speak clearly and confidently as they take part in varied activities. Children are encouraged to count and use numbers in a variety of ways. Some are starting to recognise numbers and shapes, and can name colours. The childminder uses good teaching methods as she sits at the children's level, uses eye contact, and listens and responds to what they say. She uses skilled questions to encourage children to think, which extends their learning.

The childminder observes children and records their progress carefully, which then enables her to identify their learning priorities. This helps to make sure all areas of learning are covered. The childminder helps prepare children well for the move to school. She encourages them to develop the skills needed, such as developing independence and recognising their written name.

The childminder keeps parents fully informed about children's progress in their learning and development, and of their daily activities. The childminder does this through the information given each day and by sharing children's online records. However, the childminder does not find out everything about children's abilities when they first start. This means the childminder loses some time in finding out children's capabilities in some areas of learning, which slows progress. The childminder has implemented the required progress check for two-year-old children, which she shares with parents, based on accurate assessment.

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

Children feel safe, settled and secure with the childminder due to her kind, caring approach and the interaction provided. The childminder has a good understanding of how children learn by exploration and having a go, and provides a well organised and stimulating learning environment. The children are able to move around freely and independently with access to a good range of resources. The childminder make good use of the local area. Children go for walks, and they visit parks and play areas where they are able to run around in the fresh air. The childminder's garden area is not used to its full advantage, however, to promote all areas of learning and development. There are few resources outside, such as ones to encourage children's imaginative play. This means that the childminder does not cater as well as possible for children who prefer to learn outdoors.

Children learn to keep safe as they take part in the emergency evacuation procedure and follow safe procedures when out walking and crossing roads. The childminder teaches them to keep healthy through using effective hygiene routines, such as washing their hands when appropriate.

The childminder has good methods for managing children's behaviour. She is consistent, takes a positive approach and gives children lots of praise and encouragement. Children respond well. They learn good manners and respect others, such as when they are reminded to say 'please' and 'thank you', and to share toys. Children are emotionally

secure and ready for the next stage in learning.

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

The childminder offers a welcoming environment, is caring and works closely with the children. She is keen to keep the development of her childminding practice ongoing. For example, she has attended training in promoting children's early literacy to improve her teaching skills. This benefits the children, so they make good progress. The childminder checks and tracks children's progress using an on-line system, so she knows what they have learnt and what they need to learn next, although this approach is not used fully when children first start. The childminder implements the learning and development requirements well.

The childminder provides a good childcare service which is well organised and runs efficiently. She implements the safeguarding and welfare requirement effectively. Arrangements to safeguard children are robust. The childminder ensures children are well cared for and always well supervised. She has a good knowledge of child protection issues, and is fully aware of her duty to protect the children's welfare. She conducts thorough risk assessments in the home, garden and for outings. She takes effective steps to minimise any identified hazards. The childminder keeps appropriate records, implements her policies and procedures consistently, which underpin her good practice. The childminder has effective evaluation methods that identify her strengths and any areas to develop. She has acted on the recommendations set at the previous inspection, being determined to drive improved provision for the children.

The childminder promotes equality and diversity well, providing an inclusive setting. The children benefit from the good relationships the childminder has with their parents. They share information regularly in various ways once children have settle in. This effective communication enhances children's experiences so the childminder meets their needs well, and ensures parents are involved in their children's learning. Parents comment they are, 'very happy with the wonderful care', the childminder provides and the information shared with them

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	EY400875
Local authority	Portsmouth
Inspection number	816171
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	28/09/2010
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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