

<b>Inspection date</b>	11/12/2014
Previous inspection date	13/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 builds warm relationships with the children and as a result, they feel confident and settled in her care.
- The childminder plans visits to different groups in the community to provide children with different play and learning opportunities. This supports children socialising and builds their confidence and self-esteem.
- The childminder supports children in learning about suitable hygiene routines and promotes their independence in their personal care.

#### **It is not yet good because**

- The childminder lacks sufficient understanding of how to effectively challenge each child taking into account their individual needs and stage of development.
- The childminder does not manage children's behaviour appropriately to enable them to learn right from wrong.
- The childminder is not fully confident in her knowledge of the procedures to follow if concerned about a child's welfare.
- The childminder does not monitor and evaluate her provision successfully to enable her to identify areas that require development to meet all the requirements of the Early Years Foundation Stage framework and 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 observed the childminder working with the children in the home, and spoke to the childminder and the children at appropriate times.
- The inspector viewed the required documentation. In addition, the childminder is developing children's learning records, which were discussed along with the self-evaluation form.
- The inspector observed the areas of the property used for childminding.

## Inspector

Lorraine Sparey

## Full report

### Information about the setting

The childminder was registered in 2002. She lives with her husband, adult son and older child in the village of St Mary Bourne, near Andover, Hampshire. The ground floor is used for childminding. There is an enclosed rear garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently there are five children on roll; three of whom are in the early years age group. The family has three working dogs who live outside in kennels. The minded children have no access to the dogs.

### What the setting needs to do to improve further

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

- ensure children's behaviour is managed appropriately to enable them to understand the boundaries and expectations
- use the information from the observations of children to provide challenging and enjoyable experiences for each child so they make good progress in all areas of learning
- further develop knowledge of the procedures to follow in the event of a safeguarding concern about a child.

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

- develop secure methods for evaluating the provision that include contributions from parents and children to help drive improvement, and undertake effective checks on children's progress to identify where teaching needs improvement.

## Inspection judgements

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

Children are comfortable and relaxed in the childminders homely environment. They are confident to make choices in their play and learning. The childminder asks them what they would like to play with and knows their individual interests well. This enables her to make sure that some resources are available each day that the children particularly enjoy using such as role-play dressing up. In addition, children go on regular outings in the community. They attend a toddler group and go for walks through the village where they

learn about nature and the importance of road safety. Children benefit from these opportunities to socialise with children of similar ages, supporting them in building positive relationships with others. However, at times the childminder does not make use of opportunities to extend children's learning. For example, when playing with the dough the childminder was at times prescriptive about what children could do and the resources they could use to shape the dough.

The childminder gathers some information from parents about their children's interests, routines and basic information about their child's achievements at home. This information along with photographic evidence and written observations helps her to identify the next stages in children's learning and development. However, in practice, the childminder is not providing sufficient challenge for each child to enable them to make good progress based on their individual needs. Nevertheless, children are making some progress in their learning. Parents are encouraged to be involved through looking at their children's learning records and making comments.

The childminder encourages children's language through discussion, reading stories and talking about what they are doing. For example, older children talk about making jelly with the dough and are confident to identify the colours such as pink, purple, orange and blue. They talk about their friendships and family members and the childminder knows them well to be able to talk about their families. Children are encouraged to be independent and this supports them learning the skills they need for the next stage in their learning or the move to school.

The childminder interacts appropriately at times with children, encouraging them to persevere and complete puzzles. She gently explains that they need to move the puzzle pieces into different places and uses the picture as clues to where the pieces need to go. However, at times the different ages of the children mean that activities are not sufficiently adapted to provide challenge for each child at their own level. Consequently, some children's behaviour deteriorates which disrupts all the children's learning. The childminder is aware of the requirement to complete the progress report for children aged two to three years and reports that she will use the information she gathers from her observations to complete this when necessary.

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

Children are comfortable with the childminder. They approach her with ease for cuddles and support. The childminder reassures children when they are feeling upset, reminding them of what they are going to be doing before they are going home. For example, she explains they are going to the church group before collecting the other children from school. This helps the children feel safe and secure. Children learn about keeping themselves safe because the childminder gives clear messages about sitting still on the chair otherwise, they may fall and hurt themselves. Children talk about wearing hi-visibility jackets when walking through the village to keep them safe, and the childminder reminds them to walk in single file to keep safe when out on the roads.

Children's behaviour varies given their age and stage of development. At times, younger children lose interest in their play and their behaviour deteriorates. The childminder works closely with parents to agree strategies to manage children's behaviour to enable them to learn the boundaries and expectations. However, some strategies are not appropriate. Children receive mixed messages, and the childminder does not always sufficiently occupy the children to encourage acceptable behaviour. Therefore, children do not always learn right from wrong.

The childminder provides a welcoming and safe environment where children can choose from an appropriate range of toys and activities. Children's interests are taken into account when deciding which resources will be out that day. For example, the childminder knows the younger children enjoy playing with the trains and the older children choose the dressing up clothes. They learn about appropriate hygiene procedures, exercise and healthy foods. Children are generally independent in their personal care and understand when and why they need to wash their hands. They benefit from the regular walks in the local community, learning about the importance of exercise.

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

The childminder demonstrates some knowledge and understanding of the safeguarding and welfare requirements. Her knowledge of possible causes for concern in a child's welfare is basic; however, through discussion it became apparent her knowledge of reporting concerns is less secure. She is aware of the relevant authorities to report concerns to and the importance of recording concerns. However, the childminder recognises she lacks confidence in this area and intends to address this. The childminder does complete regular risk assessments in the home and when on outings to keep children safe. The childminder has all the appropriate documentation to support children's health, safety and general well-being such as a daily record of children's attendance, accidents and medication records.

The childminder completes observations and assessments to help her in identifying the next steps in children's learning and development. She writes information about what children have been doing in their learning records. However, the childminder is not using the information effectively to help with planning to make sure that children are making good progress in all areas of their learning. The childminder is using published assessment documentation to help her in identifying where children are in their development, but is not looking at their overall progress in all areas of learning.

The childminder builds positive relationships with parents and carers. She informally shares information with them when they drop off and collect and parents know they can view their child's learning records at any time. The childminder builds relationships with other early years settings that the children attend and discusses their progress to help gain a consistent approach.

The childminder has some methods to help her monitor and evaluate her provision such

as talking with other childminder's to share good practice. There is some support available from the local early years team. The childminder has completed a self-evaluation of her provision but has not updated this for a considerable time. Therefore, she is not able to gain an accurate picture of her strengths and areas that require development to meet the requirements of the Early Years Foundation Stage and the Childcare Register. For example, the childminder could not provide evidence of meeting the requirement to have a written statement of the safeguarding procedures. In addition, the childminder's knowledge of managing children's behaviour is not consistent to enable her to teach children how to behave appropriately.

### 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:

- ensure children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- implement a written record of policies and 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)
- ensure children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- implement a written record of policies and 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)

## 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

<b>Unique reference number</b>	160823
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	814252
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/03/2009
<b>Telephone number</b>	

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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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