

**Inspection date**

3 February 2015

Previous inspection date

30 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder's observations, assessment and planning are not precise enough because she does not have a good knowledge of all areas of learning. Consequently, she is not always clear on the teaching and learning intentions of play activities.
- The childminder does not liaise effectively with other settings the children attend so they can work together on children's continuity of care and learning objectives.
- The childminder's self-evaluation and points for improvement do not successfully link to the requirements of the Early Years Foundation Stage.

### It has the following strengths

- The childminder has some good home-made teaching resources which support children's learning. She promotes children's mathematical development well.
- Children's well-being is a particular strength. Children feel very confident and build a strong relationship with the childminder who is very attentive to their needs.
- Partnership and communication with parents is successful. Parents are very appreciative of the childminder's care and education of children and can see improvement since her last inspection.

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

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

- improve observation skills and knowledge of children's learning to gain a clear picture of their needs, so all activities and adult support enable children to make good developmental progress, particularly in the area of understanding of the world
- liaise effectively with other providers who also care for and educate children, to enable joint working and positive learning outcomes.

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

- self-evaluate against the requirements of the Early Years Foundation Stage to drive improvement further.

## **Inspection activities**

- The inspector observed play activities in the home and garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection, and discussed her methods for assessing children's progress and of how she evaluates the quality of her provision.
- The inspector took account of the views of the parents after reading written feedback.
- The inspector looked at children's records, including records kept for medication, permission from parents, planning documentation and a range of policies and procedures.

## **Inspector**

Lorraine Wardlaw

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children are making steady developmental progress in some areas of learning and good progress in some aspects. This is because the childminder's knowledge of the learning and development requirements is not completely secure. Young children can recognise numerals well and are beginning to understand the concept of number. They have fun with the childminder and are actively involved in posting fruit into the cardboard caterpillar's mouth, while the childminder reads some elements of a favourite story. However, when children go outside to play in the snow, the childminder is not clear on how to promote the children's understanding of the world. She makes snowballs but does not encourage the children to do it for themselves, or to build on their interests by making a small snowman together. She misses opportunities to introduce new words to young children, such as 'melting', but does talk to the children to promote talking and listening skills. Overall, children are suitably prepared for their next learning stage.

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

Children are socially competent for their age and show they feel emotionally secure and very happy. The childminder meets their care needs well, offering them good support to learn hygiene routines, such as hand washing before eating. Children enjoy nutritious snacks to keep them healthy and regular drinks. Support for potty training children is effective and successful alongside good liaison with the children's parents. Children engage in regular outdoor play in the garden, running and jumping. They move their bodies in a variety of ways when they play fun, interactive, 'Gotch you', games with the childminder indoors, crawling on the floor. The childminder risk assesses and minimises hazards in her home to help keep children safe.

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

The childminder safeguards children because she has a sound understanding of the procedures to take if she was worried about a child's welfare. Since her last inspection, the childminder shows a positive attitude towards professional development. She has completed evaluations of her work but these do not always effectively analyse her practice to help her move successfully forward in all areas of her practice. The childminder has attended a few workshops, which has benefited her teaching practice and some outcomes for children. For example, she has made some numbered, pebbled stones, which children look at and handle. Regular communication with parents about children's care, routines and learning, helps parents to gain a clear picture of the setting. A notice board in the porch gives good information for parents on some aspects of the setting. Children's learning records are regularly shared with them. Parents report positively about the setting; of the loving, caring environment offered by the childminder.

## Setting details

<b>Unique reference number</b>	113300
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	993750
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30 September 2014
<b>Telephone number</b>	

The childminder registered in 1992. She lives with her husband and adult son in the Havant area of Hampshire. All areas of the ground floor and an upstairs bathroom are used for childminding. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The family has a cat.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

