

Inspection date	27/03/2013
Previous inspection date	30/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has developed clear systems regarding documentation to support her childcare provision.
- The childminder has positively increased her knowledge and understanding of children's learning through attending training. She has adapted her systems to provide detailed evidence of progress for each child in her care.
- The childminder has built strong relationships with children and her continual focus on play encourages and fosters their interest, enabling children to increase their curiosity and make decisions
- There are good relationships in place with parents and the childminder makes sure that parents have regular updates and frequent access to their children's records of learning.

It is not yet good because

- The childminder does not maintain a required current paediatric first aid certificate.
- The childminder does not always successfully involve all parents in sharing information about their children's activities at home and contributing to their children's learning records.

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 arrived and viewed all areas of the childminder's home.
- The inspector observed the childminder and the children at play.
- The inspector gained evidence through discussion and from documentation.
- The inspector gave the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2010 in the family home in Romsey, in Hampshire. She lives in a bungalow with her husband and two children. The eldest child attends full-time school. Children play in the sitting/dining room and use a ground floor bedroom for play and sleeping. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children, who are all in the early years age group.

What the setting needs to do to improve further

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

- maintain a local authority approved paediatric first aid certificate

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

- consider ways to encourage all parents to contribute to their children's learning records and share information about their development at home to promote children's next steps in learning.

Inspection judgements

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

The childminder very effectively engages with children and teaches them through everyday routines and by following their individual interests. The activities are entirely suitable for the age and stage of children attending and this shows the childminder's clear understanding of the prime areas of learning. For example, the childminder fully encourages children's communication and language by naming items as they move between the rooms. The childminder instantly recognises when children say and understand a new word. She praises children readily with smiles and claps to signify their success. She repeats words when children point to pictures of animals on the puzzle and children enjoy hearing and repeating the different animal names. Children help to fit puzzles pieces and the childminder encourages their mathematical development as she counts correspondingly with the numbered puzzle.

The childminder follows younger children's choice of play and she clearly understands the shorter attention span that is relevant for children's age and stage of development. The childminder has a very natural ability to focus on children's interests and to work with these to encourage their progress. For example, she helps children to set up the train track, asking questions about how pieces link together and showing that she needs children's help. This encourages and promotes children to extend their capabilities. The childminder maintains children's attention and often explains what will happen next. She recognises that younger children need to repeat activities and revisit different play resources.

The childminder is effectively gaining ample information about each child's progress. She has improved her systems for observation and assessment and fully documents children's learning records with ample observations. The childminder notes and plans for children's future learning. She obtains detailed information from parents about children's individual capabilities before they attend and she uses this to build on their learning. She includes

regular termly summaries of children's development and she shares these with parents. Parents can take the children's records home and contribute to these. However, the childminder does not fully involve all parents so they regularly share information about their children's learning at home to strengthen and support their progress.

The learning records include the prime areas of learning and fully meet the assessment requirement to complete a progress check for children when they are aged between two and three years. The childminder has established systems to confidentially share photographs with individual families. This provides parents with a clear indication of the wide variety of activities that their children take part in.

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

The childminder has developed clear routines with individual children to enable them to settle in her care and she works with parents to make sure that these routines are agreed. The childminder has a caring and positive nature and she instantly reassures younger children, for example when the post arrives noisily through the letterbox and they are startled. She follows very effective care routines to promote health and welfare. For example she notices when children become tired and talks about sleep gently as she settles children in the travel cot. This creates trust and forms good emotional attachments with toddlers as they respond well. The dedicated attention that the childminder provides enables children to form close bonds with her and gain a clear sense of belonging.

The childminder takes steps to provide a safe and secure environment that children can use freely to explore their own interests. Younger children show increasing independence and display clear positive behaviour in their response to the childminder, showing how happy they are. They follow regular routines to learn the importance of good hygiene and the childminder talks to children about washing their hands before snack time. She provides continual access to drinking water for refreshment and children are eager to eat the fruit she prepares. The childminder explains to children when she has cut up the grapes to make them easier and safer to eat. She knows that children can learn from an early age about the benefits of good health and why they must take care when learning to eat. The childminder provides all food for children and babies, cooked from fresh ingredients. Children show they are keen to be active in moving from room to room. They have ample opportunity for physical exercise through regular sessions playing outside and using outdoor apparatus. They help to water the plants in the garden and often take part in group activities at local venues. Children enjoy the benefits of fresh air and exercise.

Children learn to tidy their toys with the childminder and this keeps them safe and prevents them tripping. The childminder supervises children well and reminds them of any risks so they learn to stay safe. For example when they sit on the end of a large play bus the childminder explains that it will tip. The childminder's good use of the environment clearly supports and promotes children's all round development. Children can access suitable play equipment from the ground floor bedroom at any time, which promotes their independence. They show interest in selecting books and listening to stories. They show interest in making marks to develop early writing skills and want to help the childminder

when she notes observations about their play. The childminder prepares children for school by visiting reception classes before children attend and often taking other minded children with her. This prepares children in advance and supports all children's understanding of moving to school.

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

The childminder has positively increased her knowledge and understanding of the Early Years Foundation Stage through attending training. She shows a strong understanding of child development and of her responsibility to promote children's learning. She has developed her own systems to monitor and assess children's progress through play and through daily routines. The childminder has a high level of awareness of each child's learning and this enables her to identify and plan for children's next steps in development.

The childminder has a responsible attitude and a clear understanding of safeguarding children. She has attended training in child protection and she includes written procedures for parents so they understand her responsibilities to safeguard children. The childminder understands how to follow these if there are any concerns about the children in her care. The childminder competently shares all regulatory information with parents and provides copies of all policies and procedures to keep them informed.

This inspection was brought forward because the childminder informed Ofsted that her first aid training certificate has expired. This is a breach of a safeguarding and welfare requirement of the Early Years Foundation Stage. It is also a requirement of the Childcare Register. Although evidence is available to show that the childminder is booked to attend appropriate first aid training, her certificate expired some months ago and this has an impact on the children's health and overall welfare. The childminder has clear arrangements in place to treat and record clear details of any accidents and treatment given. She shows a clear understanding of how to follow any medical needs to provide appropriate care for children.

The childminder has started to evaluate her provision to drive improvement in the outcomes for children. For example, she includes questionnaires for parents to seek their views about her practice. She has attended a wide variety of short training courses to develop her knowledge as well as completing her early years childcare training. She has also updated her systems for recording children's progress. The childminder has strongly developed links with other providers and she shares children's learning records when they attend other settings. This enables her to understand and increase children's opportunities for progress. She has also developed a close relationship with another local childminder who shares children's care and they plan together to provide and extend learning opportunities.

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:

- maintain an appropriate first aid qualification (compulsory part of the Childcare Register)
- maintain an appropriate first aid qualification (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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY415368
Local authority	Hampshire
Inspection number	907284
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	30/03/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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