

Inspection date	14/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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 knows the children well and is attentive to their individual needs, which means that children feel settled and secure.
- Children's physical development is promoted well, as the childminder organises specific activities to encourage children to learn new skills.
- Partnerships with parents are strong. As a result, parents are kept well informed about their children's care, learning and development.

It is not yet good because

- Risk assessment procedures are not sufficiently thorough to support the childminder in identifying and addressing all risks to children's safety.
- The childminder does not maximise children's communication skills as children regularly have soothers in their mouths, which restricts their language development.
- Creative activities are often adult-led and do not always enable young children to explore and express themselves freely.

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 activities and interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Statutory Framework for the Early Years Foundation Stage provided by the childminder, including children's learning journals.

Inspector

Dinah Round

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children, one of whom is in school full time, in a house in the Totton area of Hampshire. All areas of the property, but mainly the ground floor, are used for childminding and the premises are easily accessible. Toilet facilities are accessible on the ground floor. Children have access to a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder currently cares for one early years child. She has a relevant childcare qualification.

What the setting needs to do to improve further

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

- improve procedures for assessing risks to children's safety to make sure that all risks are effectively removed or minimised
- improve the quality of teaching to strengthen children's communication skills, and enable the children to be more independent through creative play activities and experiences.

Inspection judgements

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

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She plans activities linking to a common theme, such as winter, and provides a varied range of play activities and experiences that generally keep children interested and occupied. The childminder uses suitable systems of observation and assessment to help her monitor children's progress appropriately. She collates the information in the children's individual learning journals and identifies targets for the next stage of children's development. However, in practice, the childminder does not always make the most of the activities to extend children's learning. For example, resources for an activity to help develop children's early writing skills are not age appropriate. Although the childminder is appropriately involved in children's play and talks with them to model language, she does not minimise the use of soothers with children. This hinders opportunities for the children to build on their vocabulary and strengthen their communication skills. As a result, children are making satisfactory progress in their learning and development in relation to their starting points.

Children are developing appropriate skills for the future. Young children show growing independence as they feed themselves at snack time and use their cup. The childminder provides support to encourage young children to gain confidence in learning to walk, and the children are reassured to know the childminder is close by. She provides specific pieces of equipment to motivate younger children to pull themselves up and holds their hands to encourage them to take steps. This helps to promote the children's physical development. The childminder introduces simple counting games with children, such as counting young children's toes as she tickles their feet. This allows children to hear numbers from a young age. Children have opportunities to explore a variety of materials, such as paint and sand. However, planned activities are often adult-led and not appropriate for younger children's abilities, such as colouring-in pre-drawn pictures. Resources provided do not enable younger children to become independently creative. Children are learning about nature and the world around them. They take part in digging and planting activities, and enjoy exploring the puddles outdoors.

The childminder liaises closely with parents to support children's settling-in at her home. She talks with parents about children's routines, likes and dislikes, enabling her to provide care for the children's individual needs. Parents receive regular updates about their child's care and well-being through discussions and effective use of a daily diary. This provides parents with details of children's sleep times, food eaten and the play activities during the day. Parents are aware how the childminder monitors children's progress and know they can view the children's learning journals at any time.

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

Children benefit from the childminder's warm and caring manner. She is attentive to their individual needs and recognises when children are ready for their morning snack, so she organises it a little earlier. This helps to make children feel settled and secure. Children have developed a secure bond with the childminder, promoting their emotional development well. The childminder values all children and manages her time effectively so all children receive her individual attention. She helps children to understand about the needs of others as she explains about the importance to 'be gentle' in their play. The childminder uses distraction with toys to prevent any disagreements and this helps keep children suitably occupied and interested.

The childminder has completed risk assessments for all areas of her premises used by the children, and for regular outings. Generally, this has helped her identify many of the risks to children and she has put appropriate safety equipment in place. However, in practice, she does not sufficiently minimise all the risks. For example, loose wires are easily accessible by the entrance to the playroom and, outdoors, children are able to reach a low wall which separates the two levels. This is potentially a hazard as the young children are beginning to get more mobile as they pull themselves up and start to move around. The childminder makes effective use of a baby monitor to enable her to hear the children when they are sleeping upstairs and out of sight. This contributes towards keeping children safe. Children have access to a varied range of clean, age-appropriate resources. These are generally stored in low-level units within the playroom which encourages

children to make independent choices about their play activities.

Children enjoy regular outdoor play activities through use of the childminder's garden and frequent outings, such as trips to the local beaches. This provides children with plenty of fresh air and exercise, and widens their play and learning experiences. The childminder generally follows appropriate daily routines and teaches children the importance of washing their hands after playing outside. Children enjoy healthy and nutritious snacks of fresh fruit. The childminder liaises closely with the parents to gain information about their preferences for children's food and any special dietary requirements.

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

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has developed various policies and procedures to support her childminding provision, and parents receive copies. This helps the parents understand the childminder's roles and responsibilities. Most procedures work well in practice. However, her risk assessment does not take full account of children's developing mobility when identifying risks to their safety in the home and garden. Although currently this does not put children at any significant risk, when they become independent walkers their safety may be compromised. The childminder has completed safeguarding training and has a sound understanding of child protection issues. She is clear of the procedures to follow if she has any concerns about a child in her care. All records and documentation to support children's health and welfare are kept confidential and secure.

The childminder has a positive attitude to the ongoing development of her provision. She has begun to reflect on ways she can improve her provision and is keen to attend training courses to develop her childminding role. Arrangements to observe and assess children's achievements are appropriately in place and help the childminder to monitor children's progress. She has yet to implement the progress check at age two but, through discussion, demonstrates she is aware of this requirement. The childminder has recently sent out questionnaires to gain feedback from parents. She welcomes any comments from parents to help her in developing her provision further. Parents receive regular updates from the childminder which keeps them well informed about the childminder's practices and the care she provides. Parents comment positively about the childminder's care and how the settling-in process helped them as well as the children.

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 that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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. It will be monitored and inspected within twelve months of the date of this 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		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	EY458555
Local authority	Hampshire
Inspection number	910498
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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

