

Inspection date	02/04/2013
Previous inspection date	06/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children make strong and secure relationships with the childminder. This helps them to confidently engage in learning through their play.
- The childminder organises her environment well to ensure children of all ages are able to access the activities and feel included.
- Children are cared for in a safe environment where they can explore freely and develop independence.
- The childminder has attended recent training to further enhance her expertise and improve the outcomes for the children.

It is not yet outstanding because

- The childminder does not consistently encourage children to follow routines that fully develop their understanding of healthy practices.
- The childminder does not always fully involve the views of parents and children when she evaluates her practice.

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 activities in the lounge, dining area, kitchen and garden.
- The inspector looked at the children's development records and other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the provider's self evaluation.

Inspector

Heidi Abernethy

Full Report

Information about the setting

The childminder registered in 2002. She lives with her school aged child and privately fostered school age child. They live in a house in the Milton area of Portsmouth. The whole of the ground floor of the property is used for childminding with toilet and washing facilities provided on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She offers care each weekday. There are fourteen children on roll, of which three are in the early years age range. The family have a dog, cat, rabbit and fish. The childminder supports children with special educational needs.

What the setting needs to do to improve further

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

- further encourage children's understanding of the links between good hygiene practices and their own good health, through consistent routines such as more regular hand washing
- further extend self evaluation systems to encourage parents and children to contribute their views and ideas.

Inspection judgements

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

The childminder demonstrates a secure understanding about the requirements of the Early Years Foundation Stage. This good understanding ensures she is able to meet the individual needs of all the children. The childminder has a secure understanding of the two year check and a good knowledge about sharing these with parents to ensure they are well informed about their children's progress. The childminder also communicates with parents about the things their children are doing on a daily basis. This ensures parents are able to continue learning at home.

The childminder knows the children and their interests well. She arranges visits to local museums and places of interest to stimulate the children's interests. For example, children who show great interest in buses are taken to the local bus depot. The childminder used this opportunity to extend children's learning, talking about sizes, colours and quantities of the buses. These outings provide children with opportunities to develop their

communication and language skills and support their developing understanding of the world around them.

Children enjoy, and are fully engaged in a junk modelling activity and the childminder talks to them about what the tools are for. Children are given the space and thinking time to respond to the childminder's open questions. They successfully identify that the brush is used to spread on the glue. This good use of open questioning provides children with the opportunity to think for themselves and supports their problem solving skills. Younger children create models alongside their older friends. The childminder enables children to create their own masterpieces freely. She gives lots of praise for all the children's achievements. This encourages them to take pride in their creativity and to represent their own feelings and ideas through their play.

The childminder demonstrates a good understanding of children with identified needs. She work with other early years settings and parents to provide consistency between all the settings. This good partnership working ensures that children's needs are well met.

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

Children are happy and safe within the childminder's care. They respond well to the childminder's positive interactions and seek out her support when exploring activities. The childminder gathers good information from parents when their children first join, about their children's home lives and routines. This enables the childminder to create a smooth move from the home to her setting.

The childminder organises her environment well to enable children to move freely between the rooms downstairs and into the garden. Children choose their own creative materials from the wide range, which supports their independence skills. The childminder provides writing materials and role-play resources at child height. Children are able to use these in their everyday play. This demonstrates the care that the childminder takes to promote children's independence and free choice.

Children demonstrate a good understanding of the behavioural rules. They recognise themselves that there are too many children on the trampoline. The childminder talks to all children about safety rules giving reasons why these are in place. For example, she explains why it is not safe to jump from or climb up the wrong way on the slide. This good explanation from the childminder teaches children to understand safety and provides them with knowledge to manage their own safety in the future.

Children enjoy exercising as they move their bodies to familiar music and action songs. The childminder talks to children about why they are hot and why it is important to drink water. Young children state how water is good for them, showing that they are aware of the positive effects that drinking water has on their bodies. The childminder encourages children's independence as they help to wipe the tables for lunch. However, the childminder does not fully encourage children to understand how good hygiene practices contribute to their health. Children do not always wash their hands after creative activities

and playing outside.

The childminder has made secure links with other early years providers. She currently shares information with them about children's development and progress. This supports consistency between the childminder and other settings and enables the childminder to meet children's needs well.

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

The childminder has a good knowledge of the Early Years Foundation Stage. She uses the Development Matters in the Early Years Foundation Stage to help her to plan for children's next stages in learning. The childminder has attended training to enhance her knowledge about how children learn and develop. This enhanced knowledge enables the childminder to help children achieve their full potential.

The childminder has a secure understanding of the safeguarding and welfare requirements. She has attended updated safeguarding training. She has good knowledge about safeguarding procedures to protect children in her care. The childminder is fully aware of her required ratios for minding and also ensures that all adults on the premises are suitable to be in contact with children. Good risk assessments are in place ensuring hazards are identified and minimised. For example, the childminder has made sure that all hazardous materials, such as cleaning products, are out of children's reach. She has good systems in place to protect children from unvetted persons and she supervises the children closely in her care. Children are unable to open the front door, or to leave the childminder's home without her. The childminder has all required information and documentation in place. She shares this information with parents so that they are kept well informed about her practice.

The childminder is still in the process of fully establishing her self evaluation systems. She has successfully addressed past recommendations and actions to further improve the outcomes for the children. She has made useful changes to support children's good development and welfare. However, the childminder has not fully taken into account the views of children and their parents to help her recognise all possible areas for future improvement.

The childminder communicates with parents each day regarding their child's daily routine and what they have been doing. Parents are invited to meet with the childminder on a regular basis ensuring a shared understanding is achieved. The childminder works effectively with other early years providers and parents to support children with identified needs. This good partnership working ensures children's care, learning and development needs are well met.

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	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	EY222251
Local authority	Portsmouth
Inspection number	887392
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	06/01/2011
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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