

Inspection date

14/10/2014

Previous inspection date

20/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The childminder provides a wide range of natural items to stimulate children's interest and this fully encourages children to learn about the world around them, and successfully promotes their speech and language skills.
- The childminder has effectively worked in partnership with other carers to recognise and share information to promote children's progress.
- The childminder supports children well during their daily care and she includes regular and positive daily routines to meet their individual needs and maintain their welfare.
- The childminder clearly promotes safety, and regularly includes organised routines to focus children's attention and encourage their understanding of staying safe.

It is not yet outstanding because

- At times, there is less focus ,on activities to include younger children attending and in this way increase all children's understanding and develop and strengthen relationships.
- The childminder has introduced some systems for sharing information with parents ,however, she does not encourage all parents to contribute regularly to promote children's learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the home used by children.
- The inspector observed activities and daily routines.
- The inspector spoke with the children and the childminder and viewed a range of documentation.

Inspector

Christine Clint

Full report

Information about the setting

The childminder registered in 2006 as a co-childminder; she now cares for children in her own home which is situated in Ryde on the Isle of Wight. The childminder lives with her partner and one child of school age. She works with an assistant at times. Children remain on the ground floor and have a dedicated playroom. They use the kitchen/dining room and there is a ground floor bathroom. The childminder has an enclosed rear garden for outdoor play. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently seven children on roll, of these six children are in the early years age range.

What the setting needs to do to improve further

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

- develop further opportunities for children to build relationships and understand about each others feelings through widening activities to include all children attending
- improve systems to encourage all parents to contribute to their children's ongoing learning, and use this information to further support children's next planned steps in development.

Inspection judgements

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

The childminder provides positive and consistent learning opportunities because she engages well with children during all activities and daily routines. This focuses children's attention on listening and responding and effectively promotes their early speech and language development. For example, children eagerly handle and talk about the autumn items they have collected on local walks. The childminder has prepared these on a tray, including leaves, sticks, conkers and pine cones. Younger children happily handle these and feel the different textures. Older children recognise and talk about making camp fires with sticks. They learn new words and recognise the similarities of melons and pumpkins. The childminder develops play activities by following children's interests, especially when they are keen for outdoor play. She reminds children how the water pump works, she uses actions and words and children capably learn to manage this. They enjoy using the spiral chute for sending different coloured balls into the water. Children repeat this frequently and the childminder encourages them to recognise and name the colour of the balls. Children take part in singing and show they know the words to songs. They are enthusiastic about certain stories and ask the childminder to read. They are encouraged to

remember stories and think about what happens next. Children competently take part in painting and they know how to handle and squeeze the plastic paint pots. They mix colours capably and use brushes to make patterns and marks on paper. All children can take part in all activities, although sometimes there is less focus on the needs of younger children. Consequently, younger children are not fully involved at times and this reduces the ability of all children to develop relationships.

The childminder has positively increased her systems of monitoring children's progress and she uses technology to build records of children's individual learning. In this way, she provides parents with a progress report for two-year-old children. The childminder shows a strong understanding and knowledge of each child's ability levels. She can fully explain where she is planning to increase children's progress and in this way she responds to any gaps in their development.

There are good relationships in place with parents and the childminder shares information frequently by email and through the online programme. This ensures parents keep up to date with information about children's early learning. However, there is less evidence to show how all parents contribute to children's learning and development by sharing information about their progress at home. The childminder is fully aware of the need to prepare children for their ongoing learning. She encourages all children to manage their own personal needs as they grow and become independent. She enables children to understand and take part when following the daily routines. This encourages children to become responsible and gain an understanding of listening and responding.

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

The childminder's has built strong relationships with children. They are settled and happy because the childminder responds very actively to their individual needs and this promotes and supports children's emotional development. The childminder shows frequent affection and recognises when younger children are hungry or tired and she responds very positively to meet their needs. In this way, the childminder clearly supports daily routines to maintain children's welfare. The childminder follows children's play ideas encouraging their involvement and their developing independence. Although at times, there is less focus on play ideas to promote and build closer relationships, especially between children of different age groups.

Children have very regular opportunities to increase their physical strength and to gain stamina when walking. They visit local places of interest and walk in woods and at the beach. Children have daily exercise and fresh air because they use the garden in all types of weather, wearing outdoor-play suits and using the water-play apparatus. Children learn about safety by managing their own movements in a safe environment. They learn to take part in fire drills and capably follow organised routines for staying safe in busy areas during outings. The childminder teaches children responsibly to ensure they learn to stay safe, especially when getting in and out of the car. She assesses risks when younger children first learn to walk and she introduces strategies to enable toddlers to have freedom of movement indoors. In this way, the childminder supports and reassures

children as they develop an understanding of keeping safe.

The childminder positively encourages children to learn about healthy food through discussion and often through taking part in cooking activities. The childminder follows very regular routines for younger children's individual rest times. She recognises when children need sleep to maintain and balance their emotions, and support their health.

The childminder has planned the home environment to meet children's needs. Children have a dedicated play room with a full range of accessible resources available. This enables the childminder to provide a wide range of activities to interest and extend children's all-round development.

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

The childminder thoroughly understands her responsibility to meet the learning and development requirements. She has a good level of experience of caring for children and works with an assistant at times. The childminder knows her responsibility to encourage children's learning through play and she has effectively organised systems to enable her to recognise any gaps in children's progress.

The childminder provides all required documentation to meet the regulations. She has developed procedures for safeguarding children and is confident in recognising signs and symptoms of concern. The childminder records all visitors to the home, as well as details and times of children's attendance. She knows her duty to ensure the suitability of adults caring for children and she has followed all required procedures. The childminder recognises the need to promote children's safety at all times by assessing risks and including strategies to maintain safety. The childminder is especially aware of risks on outings and works closely with children to encourage their growing understanding of dangers.

The childminder has competently evaluated her provision and included areas for improvement. She has reflected on her daily practice and used her knowledge and awareness to simplify her systems of documentation. In this way, the childminder has widened the information available for parents. The childminder liaises well with other carers and she has collaborated fully with key-person staff who share children's care. In this way, the childminder jointly shared information to provide the written summary progress for parents.

The Childcare Register

The requirements for the compulsory 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	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

Unique reference number	EY315222
Local authority	Isle of Wight
Inspection number	815027
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	20/11/2008
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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