

Inspection date	18/06/2014
Previous inspection date	19/09/2013

The quality and standards of the early years provision	This inspection:	3
	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 has a good knowledge of child protection procedures.
- The childminder forms close relationships with parents and communicates with them well.
- The childminder offers children a loving and caring environment alongside a suitable educational programme.

It is not yet good because

- Adult-led activities do not always meet the needs of the younger children at the setting.
- The childminder's drive for improvement does not include reflecting, evaluating and improving the home learning environment.
- Children are not always encouraged to tidy up the toys, which impacts on their personal, social and emotional development.

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 children's play and the childminder's interactions with them.
- The inspector discussed the children's starting points and progress with the childminder.
- The inspector sampled and discussed relevant documentation including some safeguarding documentation and learning records.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder registered in 2008. She lives with her partner and two school age children in a house in Southsea, in Portsmouth. The premises are easily accessible and close to local schools, shops and parks. Minded children have access to the ground floor of the property and an outdoor play space. The family has a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age range and their older siblings. The childminder collects children from the local school and is a volunteer at a toy library on a regular basis. She is a member of the Professional Association of Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure adult-led play activities are fully planned and purposeful with clear learning intentions for children to fully promote their learning and development
- reflect on practice and the different ways children learn, to plan, guide and organise an effective learning environment.

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

- extend ways to encourage children to learn the boundaries of behaviour, such as tidying up after play.

Inspection judgements

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

Children are welcomed into a loving environment, where the childminder has an appropriate understanding of how to promote their learning and development. The quality of teaching is variable for different age groups of children, which means that not all children make good progress in all aspects and areas of learning. This is particularly evident for the younger children, because the childminder does not plan effectively for adult-led activities to meet their needs. For example, she draws and cuts out numerals in front of children, talking about what she is doing and reminding them not to get close to the scissors. She talks about the numbers that correspond with their current age and their next birthday. She encourages them to count and to match the amount of crayons to the numerals. This helps to promote the older children's mathematical development. Although

the planned activity is suited for the more able two-year-olds, it does not meet the learning needs of the younger ones. When the younger children show an interest in what she is doing, the childminder uses the large card to make didgeridoo sounds. This makes them smile and move their bodies. Later on in the morning, the childminder encourages the children to make music, using drums because she knows they like sounds. However, she does not get out or encourage the children to use a different variety of instruments to fully promote their listening skills. During nappy changing, the childminder notices the tunes young children vocalise and she sings nursery rhymes to them. This is because she knows it promotes their communication and language skills. Young children show they are making progress in their speaking skills because of the appropriate support they receive from the childminder.

Although the childminder provides a varied educational programme for children, this is mostly planned for out of the home at community groups and using the local outdoor play environments. This means that although the childminder has a good understanding of children's next learning steps, she does not always plan them effectively when at home. She does however, interact and play positively with children, giving them her time and attention, which has some impact on their developmental progress. During the school holiday periods the children spend more time at home; they collect and observe tadpoles growing, which promotes their understanding of the world. Children are encouraged to draw the tadpoles, which promotes their small physical skills and expressive arts. Children build and design with construction sets. They play with the small worlds train sets, with the childminder supporting them in their play and learning. The childminder shares children's learning records with parents, which includes photographs, observations and assessments linked to areas of learning. This helps the childminder to think about and plan for the children's next steps in learning. Although they these are not always consistently and successfully implemented for all children. Overall, children are acquiring future skills and positive attitudes to learning.

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

Children play and are cared for in a clean home with a good amount of play space. They have a suitable amount of toys available to them to help them make choices. However, young children especially, do not often make good choices from the toys on offer because it is not organised in a rich and inviting way. For example, there is not a low table and chairs for them to use with the play resources planned and laid out for them. This restricts how they play with them. The childminder does not currently plan and make use of the small garden as part of children's everyday play space and learning environment. She walks every day and takes children out daily to parks to ensure they gain enough fresh air and exercise. Young children are able to form a strong attachment to the childminder and the family dog through secure routines, good attention, and sympathetic interaction. They feel happy and secure when they take their nap after their lunch, and swiftly go off to sleep in an upstairs room. Following their good home routines positively contributes to their growth and development.

Children are learning to keep healthy through hygiene routines such as washing their

hands before eating. They enjoy regular drinks in the morning, although the childminder does not always plan for snack times when at home. This means she does not use this part of the day to promote the different areas of learning and children's next learning steps. Parents provide meals for their children, who eat them at the kitchen table or strapped safely in the highchair. Children behave generally well given their ages and stages of development. They benefit from sympathetic support by the childminder on what is acceptable and what is not. For example, when a young child inadvertently hits a child with a play resource, the childminder cuddles them both and supports them to say sorry. The childminder does not encourage children to tidy up the play resources though; she either does it herself or leaves them on the floor. This means children are not learning to care for play resources and about other behaviour boundaries, to support to their personal social and emotional development. Children enjoy many outings in the school holidays and to community activities such as to the toy library and book library. The experiences they gain in the care of the childminder appropriately prepares for their next stage in learning.

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

The childminder has a sufficient understanding of the requirements of the Early Years Foundation Stage. However, since her last inspection, there have been breaches in the regulatory requirements. This is because the childminder failed to supervise children adequately while on an outing to the library. An Ofsted compliance visit took place, and we issued a notice of action to improve supervision of children. The childminder now ensures children are within her sight and hearing at all times to safeguard and keep them safe. The childminder has a secure understanding of child protection issues and what to do in the event of any child welfare concerns. She risk assesses appropriately and has taken action since her last inspection to make her furniture safe, which was hazardous to young children. She has recently gained a pet dog and minimises the risks of having pets by ensuring she never leaves the dog alone with the minded children. Under supervision by the childminder, children enjoy daily walks with the dog, which is very much part of the family.

The childminder is reasonably self-aware of her strengths and some areas of weakness. However, she is not very pro-active in putting good improvements in place to benefit the children on a daily basis. She focuses on meeting the needs of the parents, which at times means her practices are not always good in meeting the children's needs in line with the Early Years Foundation Stage. The childminder does not base her drive for improvement on rigorous self-reflection in conjunction with good or outstanding early years practice. She does however; network with other childminders to ensure she is mostly up to date with changes. The childminder is currently completing a level 3 qualification in early years.

The childminder has very close relationships with children's parents, who highly value the service she offers them. She has clear, good lines of communication, which she tailors to each family. For example, she exchanges information regularly through daily verbal discussions and/or a written diary. Parents report positively on her setting. They report

they 'are very pleased with the care', and, 'there is good trust'. They note that children have come on in their speech development and love of books. Communication with parents includes discussion about children's learning and development and working together on developmental milestones in the future, such as potty training. The childminder demonstrates a good knowledge of working with other settings and agencies. She regularly talks to the teachers at the local school, when children attend reception class. In addition, she writes an accurate assessment for professionals in the health service, regarding children in her care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY370890
Local authority	Portsmouth
Inspection number	968900
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	19/09/2013
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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