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|--------------------------|------------|
| <b>Inspection date</b>   | 19/09/2013 |
| Previous inspection date | 11/02/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|                                                                                        | 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            |                         | 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 is satisfactory**

- Children build a strong bond with the childminder who supports their learning and development well.
- Children benefit from the well established partnership with parents and strong ethos of working with other agencies.
- The childminder is kind, caring and sympathetic towards children and promotes their good behaviour through consistently applied boundaries.

#### **It is not yet good because**

- Risk assessment does not go far enough in identifying all potential hazards and this impacts on child safety.
- There are fewer opportunities to fully support children's understanding of mathematical concepts and number awareness.
- Systems to monitor and self reflect are not fully embedded in the childminder's 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 children's play and the childminder's interactions with them.
- The inspector observed and discussed the children's starting points and progress with the childminder.
- The inspector sampled relevant documentation including some safeguarding documentation and learning records.
- The inspector viewed letters from parents and to other agencies.

## Inspector

Loraine Wardlaw

## Full Report

### Information about the setting

The childminder was registered in 2008 she lives with her partner and two school aged children in a house in Southsea in Portsmouth. The premises are easily accessible from the road 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 cat. The childminder is registered by Ofsted on 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:

- identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised

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

- more varied experiences and opportunities for children to learn, practise and use numbers as labels and for counting.
- self-reflect and evaluate the early years practice and think of ways to improve and develop the provision.

## Inspection judgements

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

Children are welcomed into a nurturing environment where the childminder has a good grasp of the learning and development requirements. She provides a varied educational programme for children. The childminder plans and implements children's next learning steps into their freely chosen play and the adult-led activities they enjoy. Children demonstrate they are motivated, fully engaged in learning and making good progress in their development. This is particularly evident in the key areas of communication, language, social skills and physical skills, which the childminder concentrates on in the first

few years of a child's life. Those aged two years and under talk freely during their play, for example, when building and problem solving with construction kits and bricks. They talk about what they are doing and use their imaginations during building, making comments on their observations such as 'It's a house', after sorting and putting together lots of triangle shapes, for example. Overall, the childminder interacts well with the children, building on their knowledge and skills. For example she says 'Yes it looks like a roof of a house' which further extends their language skills and knowledge of the world.

Children have fun and benefit from the use of recycled materials which they use, as they lie on their tummies, draw with pencils on the cardboard and develop their pre-writing and physical skills. They move large shapes around the room with their friends, exploring and investigating the materials. They laugh and have fun together as they crawl under it when propped on the sofa. Then they jump across it with either one or two feet according to their age and stage of development. This promotes their large movement and physical skills. The childminder praises them highly and joins in with their play enthusiastically. The young children show the characteristics of effective learning, being active and maintaining focus on their activities. However, the childminder does not consistently use number language and role model counting during the children's meaningful play and learning, to extend further and to consolidate their knowledge of mathematics. Overall, the childminder takes a genuine interest in what children say and do and interacts warmly and positively with them. Children's learning records are shared 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. Overall, children are acquiring good future skills and positive attitudes to learning.

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

Children play in a generally safe and well organised environment, but not all hazards are minimised to reduce potential accidental injury. For example, the large tall bookcase which has toys and books for children to access is top heavy, wobbly and is not fixed to the wall. Children play and are cared for in a clean home with a good amount of play space, with suitable toys available to them to help them make choices. Although the childminder does not currently make use of the small garden, as part of children's play space, she 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 members of her family 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. 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 and healthy snacks which supplement the meals provided by the parents. This has a positive effect on their well-being. Children behave extremely well. They benefit from clear support by the childminder on what is acceptable with regards to managing their own developmentally appropriate behaviour. For example, when they push down a friend's brick model, they are encouraged to

understand what it feels like to have made something and then it is broken. Young children, unprompted, tidy the toys away and show concern for their friends when they become hungry, tired and tearful. They benefit from the loving, caring environment. Children are making very good progress in their personal, social, and emotional development because of the good clear guidance offered to them by the childminder. In addition, they receive high praise and encouragement from the childminder, which they thrive upon. Children enjoy lots of 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 enable them to be well prepared for their next stage in learning.

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

The childminder has a suitable understanding of her responsibilities regarding the learning and development and safeguarding and welfare requirements. She understands how to implement her child protection procedure, in the event of any child welfare concerns. The childminder has kept her first aid qualification up to date and is fully aware of any child incidents that require notification to Ofsted. The childminder supervises children adequately and has completed some written risk assessments of areas used by children. However, in practice, she does not have a good awareness of how to risk assess in a robust way and minimize potential hazards to children. This is affecting the overall quality of the provision. The childminder is reasonably self aware but she has not effectively identified areas of practice which she wishes to improve on. This is because her drive for improvement is not based on rigorous self-reflection in conjunction with good or outstanding early years practice. She does however, network with other childminder's to ensure she is mostly up to date with changes in the Statutory Framework for the Early Years Foundation Stage.

The childminder has a good relationship with children's parents, who highly value the work she does. She has clear, good lines of communication which are tailored to each family. For example, information is exchanged regularly through daily verbal discussions and/or a written diary. Parents report positively on her setting. For example they say 'The nature of the care is excellent with good trust'. They note that children new to the setting 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

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (Compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises. 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 | 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY370890    |
| <b>Local authority</b>             | Portsmouth  |
| <b>Inspection number</b>           | 930962      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 4           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 11/02/2009  |
| <b>Telephone number</b>            |             |

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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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