

Certificate of registration



Registration Number: EY451102

Emma Louise King is registered as a childminder on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register at:

21 Dockenfield Close HAVANT Hampshire PO9 3ST

The following conditions of registration apply at all times. The registered person:

- may care for no more than 4 children under 8 years; of these, not more than 1 may be in the early years age group, and of these, none may be under 1 year at any one time (Early Years Register, compulsory part of the Childcare Register)
- when caring for 4- or 5-year-old children who are present only before and/or after a normal school day and in school holidays, may increase the number in the early years age group by the number of children who are present only before and/or after a normal school day and in school holidays, providing the maximum number is not exceeded (Early Years Register)
- when working with an assistant, may care for no more than 6 children under 8 years; of these, not more than 3 may be in the early years age group, and of these, not more than 1 may be under 1 year at any one time (Early Years Register, compulsory part of the Childcare Register)
- must not provide overnight care (Early Years Register, compulsory part of the childcare Register, voluntary part of the Childcare Register)

Date of
registration: 23/08/2012

Sir Michael Wilshaw
Her Majesty's Chief Inspector

Date of issue: 24/08/2012

- It is an offence for the registered person not to comply with the conditions of registration without reasonable excuse.
- The registered person must comply with the statutory requirements for the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.
- The early years age group is children aged from birth to 31 August after their fifth birthday.

Inspection date

06/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has competently created a child-centred environment with a wide range of accessible resources to interest and stimulate children's learning.
- There is a good level of information from parents to form children's starting points in development and to explain children's individual needs and daily routines.
- The childminder has included clearly written summaries which effectively show children's progress and development in the prime areas of learning.
- The childminder has effective systems of self-evaluation; she is planning for improvements and has a willing attitude to raising the quality of the setting.

It is not yet outstanding because

- There are higher levels of noise around transition times and this sometimes impacts on younger children's engagement in purposeful play.
- There is less focus on younger children learning letter sounds to increase their speech and language skills.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 explained the inspection process and viewed all areas of the home.
- The inspector observed the children's activities and daily routines.
- The inspector also gained evidence through discussion and through seeing relevant documentation.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two children in Bedhampton, Hampshire. The eldest child attends school. Access to the house is via steps to the front door. The ground floor of the home is used for childminding. Children play in the kitchen and the conservatory playroom; they also used the sitting room for sleeping during the day and for some activities. They use the bathroom on the first floor. There is a secure garden for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder works with an assistant. She holds a relevant level 3 childcare qualification and currently cares for 14 children on a part-time basis, of these, eight children are in the early years age group.

What the setting needs to do to improve further

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

- extend children's listening skills to include sounds and letters to enable them to develop their everyday speech and language
- review the routines around transition times to help children concentrate by limiting noise and creating a calm and purposeful atmosphere.

Inspection judgements

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

The childminder has a strong level of knowledge and understanding about child development. She shows a clear commitment and a very positive attitude towards encouraging children's learning. The childminder and her assistant organise the daily routines to meet children's individual needs; they plan activities to encourage children's next steps in development. They include continual dialogue and conversation to support children's communication and language skills. For example, they display named photographs of all the children who attend and children follow a daily routine of recognising and identifying who is present. In this way younger children are clearly motivated to communicate. However, there is less focus on teaching younger children to learn letter sounds to help them to pronounce words clearly and to increase their speech and language.

Children recognise the music for tidying the toys and they willingly help to find all the tops for the felt tip pens. They are very keen to play outside on the physical play apparatus. They spend extended time on the slides and confidently practise shovelling pasta in the trough; they sort and fill containers, feeling different textures. Children are clearly interested in books and the childminder varies these through using the local library. She encourages children to sit together for stories and she shows them pictures. They learn about identifying different sounds in the story and the childminder explains by spontaneously demonstrating whistling. Children are beginning to count in low numbers and they automatically count the segments of the satsumas at snack time. Children learn and repeat animal names; they recognise and copy animal sounds. They show a

competent ability to use play computers and fully understand how to press buttons on programmable toys. The childminder provides children with frequent opportunities to paint and print; there are many displays to show their level of ability in making marks and patterns. Children take part in cooking activities and this increases their understanding across a wide range of learning.

The childminder has developed individual learning records for each child attending. She has clearly noted her observations and she uses these to plan children's next steps in development. She has very clear and well written details of children's strengths, interests and their preferred learning styles. She is currently using this information to provide written two-year-old assessments. Parents have daily opportunities to exchange information about their children's progress. They effectively contribute information about children's development and often take the learning journals home to share with families.

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

The childminder has fully organised her home and developed a wide range of documentation to support children's ongoing progress. This includes detailed information about children's preferences and their care routines. These records help the childminder and her assistant to encourage children to settle and gain a sense of belonging. For example, they know that some children need a longer sleep time during the day to support their health and happiness. Children successfully learn to be independent. They wash their hands before meal times and use the step to reach the sink in the kitchen. They have clearly displayed pictures to show the routines for hand washing as reminders. Older children competently manage the stairs to use the upstairs bathroom; the childminder supervises this to increase children's confidence. Younger children make significant progress with potty training and the childminder and her assistant offer frequent praise. Children learn about healthy lifestyles through these regular routines and they have ample opportunity for fresh air in the garden. Children understand about the weather being cold and the need for wearing coats and hats. They are learning to put these on themselves through frequent practice.

Children develop their skills of movement and their understanding of risks and hazards during outdoor play. They manage steps and manoeuvre equipment to gain strength and promote their physical development. For example, children practise climbing the steps of the slides, they show a response to challenge and race each other down, showing a competitive spirit. Children have regular healthy snacks, for example, fruit and bread sticks; they are also encouraged to drink frequently to promote a healthy balance. Children's behaviour is well-managed and fully supervised. They learn to understand each other's feelings because the childminder and her assistant use explanation. However, there are sometimes high levels of noise, especially around transition times and this has an impact on younger children's involvement in play.

The childminder provides a wide range of resources to encourage children's interest and she has fully organised these on low shelves and in containers to enable children to choose freely. She provides variety by rotating equipment at times and especially to meet

children's individual needs. The childminder and her assistant actively promote children's learning in preparation for children to successfully transfer to nursery or school.

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

The childminder has recently attended training to update her knowledge of the revised Early Years Foundation Stage. This has enabled her to plan and include fully organised systems to show how she is meeting the learning and development requirements. The childminder shows a strong knowledge of each child's level of development. She obtains clear and precise details from parents and this information forms children's starting points. The childminder has focused strongly on children's personal, social and emotional development. She understands that her provision is new and children need to settle. She is also aware that this will enhance all other areas of learning. The childminder has a thorough understanding of safeguarding children. She has written a clear procedure and shared this with her assistant and children's parents. The childminder and her assistant understand how to follow these procedures if there are any concerns about the children in their care. The childminder has attended training in child protection, she shares regular discussions with her assistant and there is a strong level of awareness in recognising any signs or symptoms of concern.

The childminder has effectively started to evaluate her provision. She has sensibly assessed risks and hazards in the garden. She has made decisions to promote children's safety by not using the upper level until it has been fenced. The childminder has clear and well-organised plans to attend further training and to introduce regular appraisals and training sessions for her assistant. She recognises that this will promote her assistant's knowledge and understanding and increase the quality of the provision. The childminder has introduced questionnaires for parents and she plans to develop and widen the areas these cover.

The childminder has established strong relationships with parents and she has included all the required information and permission to maintain children's welfare. She encourages parents to share information verbally and to see and share the children's learning records. The childminder is developing links with nearby pre-schools to promote children's learning and development when they attend both settings.

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. 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	EY451102
Local authority	Hampshire
Inspection number	881534

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	14
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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