

### Inspection date

02/10/2012

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 is well organised, she provides a wide range of good quality toys, both inside and out, that children can freely access. Toys cover all areas of development and children happily initiate their own play and learning choosing where and what to play.
- Children make good progress in their learning and development, as the childminder has a good knowledge of children's individual needs and interests. She uses this knowledge to provide interesting activities and outings, which develop children's skills and knowledge.
- The childminder has good childcare and teaching skills and she plans effectively for children's progress. She has a secure understanding of the requirements of registration, and of how to promote welfare and safeguard the children.
- The childminder develops effective partnerships with parents and communication is good, which helps ensure she consistently meets children's needs. She shares information fully, both verbally and in writing, and keeps parents up to date through regular newsletters.

#### It is not yet outstanding because

- The childminder has not developed the use of props and story sacks to increase children's enjoyment and participation in stories.
- The program for literacy is not totally effective as the childminder has not fully considered the benefit to children of making their own books.

## 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 observed one child in the early years age group who was present during the inspection.
- The inspector observed the childminder's practice, talked to the childminder, and spoke to the children throughout inspection.  
  
The inspector reviewed documents presented by the childminder and briefly sampled policies and children's records relating to the Early Years Foundation Stage and Development Matters, including children's development records, observations and photographs.
- The inspector took parents' views into account through reading the childminder's feedback questionnaires.

## Inspector

Carol Willett

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two young children, one of whom is primary school age. They live in a house in a residential area of Basingstoke, Hampshire. Local schools, shops and parks are within walking distance. The whole of the property is used for childminding. There is an enclosed garden area available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide overnight care. There are three children on roll, all of whom are in the early years age group. The childminder attends the local toddler group on a regular basis. She is a member of a childminding association. She has a Diploma in Nursery Nursing.

### What the setting needs to do to improve further

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

- enhance the programme for literacy by enabling children to make books and enjoy stories about themselves within the setting and develop story sacks and props to further enhance story telling and stimulate children's imaginations.

### Inspection judgements

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

Children make good progress in their development, as the childminder is well qualified caring and attentive. She has a good awareness of how to plan and provides activities that help children progress across all areas of learning. For example, children enjoy making shakers to develop their listening skills. The childminder talks to the children about hard, soft, loud and quiet noises as they put lentils, pasta and rice into different containers. She makes it clear to children they are not for eating to keep them safe. Children use a good range of tools and equipment to develop their physical skills, including rolling pins, cutters, paintbrushes and scissors. They manipulate pieces to make a train track and to complete jigsaw puzzles. Children use natural materials, such as sand, water and gloop to develop sensory skills. They develop good social and language skills as they share resources and engage in interesting conversations with the childminder. The childminder uses every opportunity to develop counting skills and children count the trains as they play. The childminder further develops children's mathematical skills with number songs and rhymes. She encourages new vocabulary and knowledge of the world as they visit

museums and go on nature walks. Children love to look at books as they sit to the table waiting for lunch. The childminder has good story telling skills. She actively encourages children's love of books, and enables them to join in with the story. She sometimes provides two of the same favourite push button train book to prevent arguments. However, the childminder has not fully considered the benefit to children of making their own books. For example, of familiar people, objects, and places they visit to develop their sense of security and understanding of the world. She does not have story sacks with props to increase children literacy, interests in books and story telling skills.

Children learn about the wider world as they go on interesting outings based on the childminder's knowledge of the children's interests. They visit local museums to see cars and trams from the past. Children develop good social skills as they play well together and share toys with others. They attend children's groups where they meet a range of other adults and children. The childminder encourages good manners, saying please and thank you. The children develop responsibility as they help pack away toys to get ready for lunch. Children are happy and secure as the childminder gets out toys and plans activities that interest them. The childminder uses consistent praise and affectionate encouragement so children become confident and well motivated to play and learn. The childminder finds out about children's abilities, interests and welfare needs through developing good partnerships with parents. She talks to parents and observes the children in her home to make sure she has a secure understanding of the children. She ably meets children's needs as she shares information through discussions with parents, and with written information in daily diaries. The childminder has good childcare skills and a secure understanding of how children learn and develop. She tracks children's progress and plans for their development using the Development Matters framework. She provides a happy fun enabling environment where children are developing good skills and knowledge and are well motivated to learn.

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

The childminder provides a well-organised welcoming family home where children show they feel safe and confidently learn as they play. The childminder has a good understanding of how to provide a safe learning environment. She takes positive steps to identify hazards and minimise risks and she closely supervises children at all times. The childminder develops children's awareness of keeping themselves safe as they talk about crossing roads safely and practice fire evacuation. Children behave well as the childminder treats all children with care and respect. They learn to share and take turns and play well together through gentle reminders and explanations from the childminder. Children develop well in confidence and self-esteem as they form strong bonds and close relationships with the childminder and her children. They confidently play and learn happily with the wide range of easily accessible quality toys.

Young children showing they feel secure and safe as they happily explore the childminder's home and toys. They enjoy well-planned activities and outings, based on their interests, such as trains, which cover all areas of learning. These include visits to museums and train rides. The childminder responds quickly when she notices children

need to eat or want to play outside. Children receive lots of meaningful praise and they confidently relate to the caring attentive childminder. This effectively promotes their confidence and encourages them to persevere in tasks, such as completing jigsaw puzzles. Children respond positively to the childminder's behaviour management strategies and gives clear explanations when they throw toys. They learn to take responsibility and learn safe behaviour as they help wipe down the wet toys in the garden. They help pack away the toys so they can get others out to play with.

Children learn about healthy lifestyles through the childminder's good routines and procedures. They play in a clean well-maintained family home where the childminder follows good hygiene procedures, which limit the risk of cross infection. The childminder provides healthy meals and snacks using a wide variety of fruit and vegetables daily. She discusses children's dietary needs with parents so she is well informed of what children like to eat. Children help prepare snacks as they cut up the fruit and put the bowls on the table. The childminder encourages children to play outside in the fresh air. Children thoroughly enjoy the garden. They develop good physical skills as they chase bubbles, kick balls and use ride on toys and the trampoline in the garden.

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

The childminder is well qualified and experienced in childcare through working as a nanny. She has good childcare skills and is friendly and enthusiastic. She has prepared well for childminding and organises her home and time well so children enjoy a safe, stimulating learning experience. The childminder organises her home so children play happily and successfully initiate their own learning as they select toys from the playroom area. The childminder has good understanding of safety and she checks her home daily and takes positive steps to minimise hazards. For example, she has put a fence and gate in the garden where there is a low wall and she keeps the front door locked at all times. The childminder has a good system for recording and reviewing her risk assessments and any actions taken.

The childminder has a clear understanding of her responsibilities with regard to child protection procedures. She makes parents aware of all her policies and procedures, including child protection, health and safety, and complaints. The childminder has a clear understanding of the requirements of the Early Years Foundation Stage and uses the Development Matters document to assist her with regard to promoting children's learning and welfare. She has a good knowledge of children's needs and routines right from the start, as she develops good relationships with parents. She effectively completes all required documentation and obtains written consents from parents so she can follow their wishes. Parents acknowledge and sign accident and incident records to ensure they are kept well informed.

The childminder works well with parents, which enables her to meet children's continually changing needs. Parents are kept well informed as the childminder discusses children's care needs daily. She updates parents through a monthly newsletter of any changes and

news. The childminder discusses children's observations and development records regularly with parents and she includes them in planning for their children's progress. Parents indicate they are very happy with the care the childminder provides through their statements in her parental questionnaires. The childminder is clear in her understanding of the importance of working in partnerships when children attend other settings, though none currently do.

The childminder constantly reflects on her practice to make changes, and she has effectively completed a self-evaluation document identifying her strengths and areas for development. The childminder is keen to update her knowledge and she has plans to attend training with her local authority to improve her skills. For example, she will attend training on implementing the new progress check for two-year-old children. Overall, the childminder has made a good start to childminding, and she effectively promotes good outcomes for young children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY442354
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	805709
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

