

Inspection date

Previous inspection date

06/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 is satisfactory

- Children are relaxed and settled in their play. They have developed a trusting relationship with the childminder and her co-childminder helping them to develop their self-esteem and emotional security
- Children are building good relationships with their peers, showing an awareness of each other and learning how to share as they join together for different types of play
- Children have opportunities to develop their physical coordination through indoor and outdoor activities.

It is not yet good because

- There is not yet a depth in the activities to support all children in making good progress in all areas of their learning.
- Routine and spontaneous opportunities are not consistently used to extend the opportunities for children's learning .
- Children are not always supported to identify risks for themselves to enable them to develop an understanding of keeping themselves safe.

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

- Discussions with children and the childminder and co-minder and observation of practice
- Documents inspected in relation to new EYFS regulations and guidance
- Parents not interviewed as part of this process - because none were available

Inspector

Kerry Iden

Full Report

Information about the setting

The childminder registered in 2012. She lives with her mother, who is her co-childminder, in Horndean, near Waterlooville, Hampshire. Children have access to the ground floor of the home and the bathroom facilities on the first floor. The childminder is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. The childminder works part time with her co-childminder. Together they care for a total of 8 children, 4 of whom are in the early years age group. The childminder visits local groups, collects from schools and visits local parks and other places of interest. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop the programme for mathematics by; talking to young children about maths in everyday situations for example, when having lunch or getting ready to go outside and singing number songs and rhymes.

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

- help children to develop listening skills by talking about the different sounds they hear, such as a cat in the garden or a plane flying overhead.
- develop a wide range of materials and sensory experiences to enable children to explore different textures.
- support children's understanding of safety by marking out specific boundaries when using equipment such as bouncy castles.

Inspection judgements

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

Overall, children are making suitable progress in their development although this is stronger in some areas than others. Older children are suitably challenged in their mathematical concepts of numbers, colours and shapes. However the childminder does not utilise routines and every day activities to support the younger children's understanding of numbers. Children's social skills are good. Children are building some positive relationships, showing an awareness of each other, and enjoying the company of their peers. They are learning their place within the group and making themselves understood to adults, demonstrating their self-confidence. Babies are vocal, making sure they are also heard. The childminder chats to all children during play and uses some open-ended questions on occasions. She uses the environment to point out different things that would interest the children such as a passing cat or plane overhead. However, she doesn't fully use the opportunities to enable children to explore the sounds they make.

Children have opportunities to develop their physical capabilities both inside and out. Babies are developing their skills by using the childminder or furniture to pull themselves to standing and use resources to develop their coordination. Older children develop hand to eye coordination through games as well as large physical play outside on the bouncy

castle or with trips to the park. They are beginning to develop an awareness of self-care. Younger children have baby wipes to clean their hands before meal times and are becoming independent feeders.

Children are able to explore the resources that are made available for them which support the different areas of learning. The childminder makes a selection of books and stories available to the children. They enjoy pressing buttons and lifting the flaps in the interactive books. Other electronic resources support children's awareness of technology although there are limited resources offering different sensory experiences for children's exploration, for example, children have fewer opportunities to explore the feel of different textures. Children are able to mark make using different resources to help them to begin to understand that text has meaning. Children create their own pictures using their imagination as they draw with pens. All children are able to have a go as the childminder offers more support to the younger children through this activity. All these experiences demonstrate that children are developing the skills they will need to support their future learning.

Throughout play, the childminder is close to the children giving them the confidence to have a go at new experiences and activities. She uses some open-ended questions, particularly with older children to encourage their thinking. The childminder has an awareness of different areas in which she is supporting individual children, which will help them continue to make progress. Initial discussions with parents help the childminder understand children's starting point in their development. Through verbal feedback and some observations, the childminder is beginning to share aspects of children's development with their parents appropriately.

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

Children have settled well, starting to make secure attachments with the childminder and build relationships with their peers. They are relaxed in their play and willing to take part in all activities available. The childminder joins in with their play and stays on their level, sometimes extending with some open-ended questions. With support, children are learning how to share resources and cooperate with others. They mostly play independently but enjoy the company of others in particular activities such as physical play on the bouncy castle.

Children feel safe and have sufficient confidence to have a go, with the childminder staying close to offer any reassurance needed. They have the opportunities to use different types of equipment, although children are not always encouraged to identify potential risks when using hazardous equipment such as the bouncy castle. They can make some decisions about the activities they want to do from the resources available to them. They also choose if they want to join in with adult chosen activities such as jigsaw puzzles.

Children are developing their social skills through routines. They sit nicely at the table for their meals whilst younger babies enjoy milk feeds in the arms of the childminder. Meals and snacks, provided by the parents are organised to suit the individual routines of each child. Children have opportunities to engage in physical activities both in the childminder's garden and further afield.

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

Children are able to play in a safe and secure environment. The childminder has a sound knowledge of her responsibilities towards the protection of children and has clear procedures of what to do if she is concerned about a child. Information, policies and procedures are shared with parents to give them details of the setting. The environment is clean and well maintained and procedures used help reduce the risk of cross infection amongst children. Reports of accidents and illnesses keep parents informed about their child's well-being.

The childminder demonstrates a sound understanding of children's learning and progress. There is a satisfactory overview, which supports most areas of children's learning although mathematics for younger children is not fully supported. The childminder has a basic understanding of the recent changes to the Early Years Foundation Stage. She is starting to implement systems to monitor children's progress and improve her understanding of these changes.

The childminder gains a sound understanding of children's individual needs through initial and ongoing discussion with parents. She is supporting parents of babies to establish a routine and develop some consistency. The childminder enables all children to be included within all activities; she adapts the activities so all children can play and work alongside each other. The childminder has been initially establishing relationships with families. She is also aware to extend these partnerships to other early years providers when this applies. There is a regular verbal exchange of information on children's time in the setting to keep parents informed of their child's day and the progress their children are making.

The childminder has some systems in place to evaluate her practice. She has made a few improvements such as gaining a greater understanding of the revised areas of learning and how she observes the children during their play. However, systems are not sufficiently robust to identify gaps in the educational programme and to implement plans to develop these further.

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
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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	EY443121
Local authority	Hampshire
Inspection number	786188
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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