

## Inspection date

Previous inspection date

19/09/2012

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 a reflective practitioner and plans for continuous improvement.
- The childminder is well qualified and experienced in teaching young children and provides effective learning and development opportunities which enable children to make good progress.
- The childminder builds good relationships with parents.
- Children benefit from the childminder's empathy and understanding of their needs and feelings.

### It is not yet outstanding because

- The childminder does not have systems in place to monitor children's progress in all seven areas of learning.
- Systems to show children's starting points and capabilities when they first attend are not fully developed.

## 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 children at play throughout the session.
- The inspector viewed a sample of documentation.
- The inspector spoke to the childminder and observed interaction.

## Inspector

Alison Kaplonek

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and their child in Locks Heath, Hampshire. All areas of the home are used for childminding. There is an enclosed garden for outdoor 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 care for a maximum of five children under eight years of age at any one time, of whom two may be in the early years age group. She is also registered to provide overnight care for one child under eight years. There are two children on roll; both of these are in the early years age group. The childminder holds a teaching certificate in education for children aged three to seven

years.

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

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

- improve systems to show children's starting points and capabilities when they first attend.
- develop systems to monitor children's progress in all seven areas of learning.

### **Inspection judgements**

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

The childminder is well qualified and experienced in teaching young children, having previously been a reception class teacher. She clearly understands the characteristics of learning and provides effective learning and development opportunities which enable children to make good progress. She is particularly well resourced and arranges her home so that children can easily access the activities provided. She strikes a good balance between adult directed and child initiated learning so that children are able to explore the resources in their own time. Children enjoy feeling the texture of the pasta in the saucepan; young children learn to use their pincer grip to move individual pieces from one place to another. They explore natural materials in the treasure baskets and learn to pull themselves up against the furniture. The childminder plans across all areas of learning but understands that with young children she will be concentrating on the prime areas. She plans accurately for each child to enable them to develop their skills in certain areas such as feeding themselves or strengthening their physical abilities, for example.

The childminder builds good relationships with parents; she shares her policies and procedures and keeps parents very well informed about their children's daily routines and activities. She talks to parents about their children's interests and developmental levels when children first start in her care. She regularly shares children's learning folders which contain observations and photographs showing their achievements although children's starting points are less clear. Overall, children achieve well and parents state through feedback forms that they are happy with the childminder's practice.

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

Children are happy, settled and enjoy their time with the childminder and her family. Care practices are good and children learn about keeping themselves healthy and safe and are

developing a strong sense of independence. The childminder encourages a healthy and diverse diet in consultation with children's parents. The well-organised layout of the learning environment enables children to confidently and safely help themselves to equipment and interact well with the childminder. Babies and toddlers stay safe as the childminder supervises them closely at all times but also allows them to explore resources in safety. Older children take part in well-organised evacuation practices and talk about following instructions from the childminder to ensure their own safety.

Children behave well and babies and toddlers play alongside each other learning to share and take turns and to be kind to each other. Older children talk about and learn to understand the house rules. Children benefit from the childminder's empathy and understanding of their needs and feelings. Children are well prepared for their transition to other settings and to school and the childminder liaises with other settings to ensure this is smooth. She understands that she may need to share information about children's learning and development needs with other providers.

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

This well organised and reflective childminder provides childcare which runs smoothly and efficiently ensuring that every child's needs are well met. She has a good understanding of the learning and development requirements and has systems in place to ensure that children make effective progress in their learning. The childminder plans activities which are age and stage appropriate for the children in her care but does not have systems in place to monitor children's progress in all areas of learning.

The childminder has a good understanding of procedures to safeguard children and ensures that children are always supervised by an appropriate adult. She is suitably vetted and has attended training in safeguarding children. The childminder regularly carries out risk assessments on the premises, equipment and for outings, and ensures safety equipment is in place. As a result, children are able to move freely around the home and garden choosing activities in a safe and secure environment.

The childminder values the individuality of each child in her care and treats everyone with equal concern. She arranges her resources so that children can make choices and initiate their own play and learning. Children select and explore play materials which reflect positive images of diversity and help them to learn about differences in the wider world.

The childminder builds good relationships with parents; she shares her policies and procedures and keeps parents very well informed about their children's daily routines and activities. She regularly shares children's learning folders which contain observations and photographs showing their achievements. Overall, children achieve well and parents state through questionnaires that they are happy with their children's progress. The childminder reflects on and evaluates the effectiveness of her practice. She is proactive and quickly makes improvements and changes.

## 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

<b>Unique reference number</b>	EY445155
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	789357
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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 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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