

Inspection date

Previous inspection date

20/09/2012

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

- Children are happy and motivated in their play due to the childminder's positive interaction and communication.
- The childminder makes good use of observation and assessment to help children make good progress in their learning and development.
- The childminder establishes positive communication with parents, which includes suggestions for promoting children's learning and development at home.
- Children are provided with a very welcoming and positive learning environment that successfully promotes their enthusiasm for learning and ability to make good progress.

It is not yet outstanding because

- Although children enjoy being creative, the range of materials, resources and sensory experiences for children to independently explore colour, texture and space is not extensive.
- Children demonstrate a sense of belonging, but there are fewer opportunities for children to develop an awareness of their own identity, through opportunities to enjoy pictures and stories about themselves, their families and other people.

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 activities in the playrooms and the outside learning environment.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and examined the self-evaluation form.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and two children in Fleet, Hampshire, close to shops, parks, schools and public transport links. The whole of the home is used for childminding but care is mainly provided on the ground floor. There is a garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age range. The childminder also offers

care to children aged over five years to 11 years. She collects children from the local school and attends several toddler groups on a regular basis. The provision operates from Monday to Friday, for most of the year. The childminder has a pet hamster.

What the setting needs to do to improve further

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

- increase the range of materials, resources and sensory experiences to enable children to explore colour, texture and space.
- provide opportunities for children to enjoy pictures and stories about themselves, their families and other people, for example, by making photographic books about the children in the setting and encouraging parents to contribute to these.

Inspection judgements

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

Children make good progress, taking into account their starting points and capabilities. The childminder uses observations of children's play to set realistic goals to help them achieve and make progress at their own pace. She tries not to plan too far in advance and provides activities that are not disrupted by usual routines. The childminder embraces children's enthusiasm by joining in their play and extending their learning through asking open questions. Consequently, children are beginning to develop their understanding of how to engage with others and communicate. For example, they listen and laugh with pleasure as the childminder plays games of 'peek a boo' with bricks and copies their actions. The childminder works closely with parents to help children to settle. She engages parents in their child's development and learning in the setting and at home, and keeps them informed about their child's achievements and progress. Consequently, there is a unified approach to meeting children's individual needs, particularly in relation to managing behaviour.

Children enjoy a good range of activities and experiences that are led by their individual choices and interests and help them to reach expected levels of development. For example, they enjoy dressing up, dancing and have lots of opportunity to use the garden playhouse and be active. Some children concentrate intently; they choose to look at books, focus on the pictures and turn the pages independently. Children develop an understanding of how things work as they press buttons to create sounds on battery operated toys. They have good opportunities to learn about the wider world, as they visit adventure parks, pick strawberries and go on picnics. They learn about the features of

living things, as they play with the childminder's pet hamster and feed goats during outings to a farm. The childminder has some resources that reflect positive images of difference, for example dolls, posters and books. However, there are no opportunities for children to enjoy pictures and stories about themselves, their families and other people, which limits their awareness of their own identity.

The childminder knows each child well, even though they have only been attending for a short time. This is due to her ability to observe and assess children's progress in all areas of their learning. She has clear aims for children to have fun during activities and can clearly say how this is achieved, through a balance of adult-led activities and free-play opportunities. The childminder has started to record her observations and assessments of some children's progress and shares these with parents. She has clear aims to complete these for all children, to enhance the information already shared with parents about children's progress and development.

Children enjoy making marks as they use water and pens on a large plastic mat. The childminder responds to children's enthusiasm for role play. For example she introduces opportunities for them to feed dolls, dress up and play with a pretend doctor's kit. She talks to parents about similar resources they can provide at home to further promote children's interest. Consequently, parents have bought additional play equipment that promotes children's enthusiasm for imaginative play. Children have opportunities to explore some media as they use paint to make handprints and squash modelling dough. However, these resources are not provided on a regular basis. This limits the opportunities for children to make independent designs and explore colour, texture and space, creativity and in a variety of ways.

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

The childminder demonstrates a clear understanding of how to support children of different ages. She describes how she requests information from parents about children's individual interests, which helps her to provide meaningful activities. Children form close relationships with the childminder, which can be seen as they go to her for a hug, with their arms outstretched. They separate easily from the childminder during visits to toddler groups and show confidence and independence as they choose their own resources. The childminder stays close to younger children during these visits, which helps them to feel reassured and secure. Most children are well behaved, cooperative and enjoy being together. The childminder works closely with parents to introduce behaviour management methods that help all children learn what is expected. Consequently, with encouragement and support and a consistent approach, children are to respond to appropriate boundaries. The childminder helps children learn that some things are theirs, some things are shared, and some things belong to other people. Children are included in everything on offer within the provision as part of an inclusive approach. The childminder responds to children's individual needs and promotes their awareness of diversity, through the provision of resources that reflect positive images, such as books and dolls.

Children develop an understanding of the importance of physical exercise and a healthy diet, and how to manage their own hygiene and personal needs. Children wash their hands and are starting to understand that they need to use hand gel to prevent germs. They are provided with healthy meals and snacks by their parents that include fresh fruit. The childminder talks to parents about the food that children enjoy, which means most of them eat what is provided. Children are motivated and inspired in their play, due to the good range of resources that are made easily accessible in the attractive well-organised playroom. They enjoy playing outdoors where they are provided with resources that present them with challenge. Children feel safe and secure due to the caring and nurturing approach of the childminder. She is vigilant about children's safety and supervises them well, while providing opportunities for them to explore within safe limits, particularly when using large play equipment, such as slides.

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

The childminder effectively implements the requirements of the Early Years Foundation Stage. She has completed training that has developed her knowledge and understanding of how to promote children's learning and safeguard their welfare. She is keen to extend her existing knowledge of revised learning and development guidance and plans to contact the local authority to seek additional training. There are effective systems in place for monitoring and reviewing aspects of the educational programmes, to ensure that they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interest of children. The childminder talks to experienced childminders to discuss her practice and her approach and shares ideas. She establishes good communication with parents, asks them if they are happy with the provision and acts on what they say in order to meet children's individual needs. Children's safety is maintained through the use of risk assessments, which include all outings and daily checks of the premises. The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the child. This has helped her to gain confidence in knowing what action to take if she is concerned about a child.

The childminder reflects on the quality of the provision and asks parents if they are happy with the care of their children, which helps to inform self-evaluation processes. Since registration, she has improved the provision for learning and development by obtaining more play equipment for younger children. She has plans in place to improve the range of adult-led activities within her home and make use of the Ofsted self-evaluation form. There are currently two children on roll who have very recently started to attend other early years settings and Reception classes in school. The childminder is aware of the need to work in partnership with these settings to promote continuity in children's care and learning and plans to share information about children's learning priorities.

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	EY444091
Local authority	Hampshire
Inspection number	790063
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

