

Inspection date

Previous inspection date

09/10/2012

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

- Young children are extremely happy and content in the childminder's care. They demonstrate a strong sense of security and enjoy a warm, close relationship with the childminder who gives them a lot of her attention and time.
- Children benefit from a stimulating range of learning experiences and resources across all areas of learning. As a result they acquire essential skills for the future.
- The childminder has a good knowledge of child development and is skilled at 'tuning in' to each individual child. This means that assessment and planning matches children's unique needs and helps them to make good progress towards the early learning goals.
- Children's early physical and communication skills are effectively supported through purposeful, interactive play and learning and good daily routines.

It is not yet outstanding because

- Toddlers do not have full opportunities to explore different media and materials indoors. Exploratory play occurs mainly in the garden during warm weather or at toddler groups.
- There is a successful partnership with parents but the sharing of good practice for parents to carry on children's learning at home is not wholly in place.

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's play and the childminder's interactions.
- The inspector discussed with the childminder the children present and those that were not present.
- The inspector sampled some safeguarding documentation.
- The inspector viewed questionnaires from parents.

Inspector

Loraine Wardlaw

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two school age children in a house in Church Crookham, Fleet, Hampshire. The home is within walking distance of local schools and shops. The downstairs of the property is used mainly for childminding and upstairs is used for sleeping purposes only. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She has three early

years children on roll who attend part-time.

What the setting needs to do to improve further

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

- engage further with parents, offering them practical ideas on how they can link children's learning opportunities to their home life
- provide a wide range of materials, natural resources and sensory experiences to enable children to explore colour, texture and space and to develop their large motor movements.

Inspection judgements

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

In a short time the childminder has swiftly become knowledgeable about the children's learning needs and provides good opportunities for them to develop and progress. Her secure understanding of child development and careful use of the reformed Early Years Foundation Stage framework means she can effectively plan each child's specific learning path. This helps them to develop key skills for their future learning. The childminder is particularly understanding of the needs of children aged under two and offers them a wholly supportive, positive and enabling time during her care. This means children develop good self-confidence and can really enjoy an active, fun time.

Children are supported well to develop their communication skills because the childminder interacts purposefully with them. This effectively promotes their understanding and speaking skills. For example, one-year-old's gleefully sit on a colourful mat exploring the small world toys, vocalising happily as they do so. The childminder sits beside them, responds well to their vocalisations and introduces words and new skills during playful interactions. Toddlers enjoy exploring the very age appropriate toys on offer and know that when they push a specific place on a zoo toy they will hear animal sounds. They are encouraged to make animal noises, to do animal actions and when unsure of the outcome they swiftly climb on the childminder for a comforting cuddle. During the play, the childminder sings a favourite rhyme 'Twinkle Twinkle' which fully engages the toddlers. Afterwards they spontaneously do some of the actions to the rhyme, looking happily at the inspector and childminder. They receive lots of positive praise for their achievements.

Sensitive adult support is given to develop children's physical skills. For example, non-

walkers are encouraged to stand and walk throughout the morning routines and play activities. Although exploration activities such as 'gloop' and water play take place outdoors in warm weather and at toddler groups, opportunities to investigate other varied materials indoors is less frequent. As a result children do not have frequent opportunities to explore a wide range of materials.

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

Children thrive in this nurturing home because of the safe, supportive care they receive. They demonstrate confidence and emotional security in their surroundings because the childminder builds a strong relationship with them. Children are learning the boundaries of behaviour from a very young age because the childminder is clear and consistent in her practice. For example, they quickly learn not to throw toys and know the word and sign for 'gentle'. This helps to ensure their safety and that of the other children.

Babies and young children are stimulated and well motivated in their play. They receive positive praise and encouragement, which enables them to flourish. Children develop a healthy lifestyle through daily physical exercise and the promotion of healthy eating by the childminder. Nutritious lunchtime meals are on offer and the childminder pays good attention to helping children to eat their 'five a day'. In addition, she effectively keeps to children's home care routines. For example, at naptime babies swiftly go down to sleep in their cot, with their comforter, which facilitates good growth and development. The childminder makes use of her garden in all weathers; wellies and all weather suits are available for play outdoors. Toddlers are learning how to manage their own physical needs. The childminder gently reminds them about their drink on the table and they help themselves. This keeps them healthy and means that they do not become thirsty.

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

The childminder is well aware of her responsibilities regarding meeting the safeguarding and welfare requirements, such as keeping accident records. She has a secure knowledge of the safeguarding procedures and is alert to any child protection concerns, which she shares on a need-to-know basis. The childminder ensures hazards are minimised to keep children safe, by undertaking daily and annual risk assessments. For example, she has a strict procedure for exiting the home, because of the neighbour's front garden pond.

The childminder shows dedication and a strong commitment to the service she offers. This is underpinned by her many years experience as a nanny and her good standards of care and education. Since becoming registered she has swiftly learnt and implemented the reformed Early Years Foundation Stage framework. This has had a positive impact on the quality of the provision. The self-aware childminder is keen to keep developing her practice through training and consultation. She liaises with other childminders to gain their feedback on her provision and sends out a questionnaire to gain parental opinion on her service. All of which are very positive. She has identified areas for development, such as

providing parents with the 'baby signs' she uses with the young children. She monitors the effectiveness of the educational programme by reviewing children's progress in all areas to identify any gaps in their learning.

The childminder builds a good relationship with parents. She has clear lines of communication, a flexible and understanding approach to working with parents and a friendly and approachable attitude. She exchanges information regularly with parents to help ensure that children's individual care and learning needs are successfully met. For example, she shares information through a very informative daily diary which records care routines, milestones and achievements. Parents welcome guidance and tips on weaning babies off formula milk. The childminder has a good knowledge of partnership working to promote a shared approach to children's care and learning.

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

Not Met	registration. The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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	EY441025
Local authority	Hampshire
Inspection number	794269
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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