

<b>Inspection date</b>	15/01/2013
Previous inspection date	18/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 enjoy a broad range of activities that are based on their own interests.
- The childminder has many effective systems in place to share information with parents and involve them in what the children are doing.
- The childminder constantly updates her skills and knowledge so she can continue to provide a rich learning environment where all children make good progress.

#### **It is not yet outstanding because**

- Writing materials are not available to children in the role-play area.

## 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 indoors and in the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed samples of documentation such as policies, children's records and planning.

## Inspector

Jill Steer

## Full Report

### Information about the setting

The childminder registered in 2008. She lives with her husband and three school-aged children in Newport, Isle of Wight. She is situated close to shops, parks, schools and public transport links. The ground floor of the home is used for childminding and the family has a hamster, some fish and stick insects as pets. The childminder is currently minding 12 children in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and is currently in

receipt of funding for free early education for three and four-year-olds.

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

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

- include more opportunities for writing during role-play and other activities.

### **Inspection judgements**

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

Children make good developmental progress because the childminder provides a broad range of interesting activities that promote children's learning. She effectively plans activities that will challenge each child, but flexibly adapts these, according to their interests. For example, when children show a keen interest in animals, the childminder changes the planning so they can explore their current interest in pets. She shares this information with parents and they offer support by sending in photos of their pets. The childminder displays the pictures so the children can talk about them to each other. After each child has been with the childminder for one month and settled in, the childminder assesses them to find out what they can do and how she can plan for them. Ongoing observations and assessments are completed using photographs as additional evidence of the activity. The childminder links these well to children's progress by using the publication 'Development Matters in the Early Years Foundation Stage', and identifies challenging next steps for each child's continued progress. She is aware of the need for her to complete progress checks on two-year-old children to identify how well they are developing and is preparing suitable documentation to record them. The childminder involves parents in children's learning by sharing the planning with them so they can provide support at home. Access to the child's individual learning journey is available on a website so parents can see it at their own convenience and add comments about their children at home.

Children are keen to learn, and the activities are extremely interesting and varied. They enjoy many outings to local attractions and historical settings where they learn about how people used to live. They can go in the childminder's garden at any time, and practice their physical skills such as riding bikes or rolling balls down long, bamboo channels to fall into a bucket. The childminder provides many opportunities for children to use their imaginations. She has created a role-play area where children play in the kitchen or convert it to a shop. They organise their own games such as preparing for a party, making cakes using sand, which they mix thoroughly. They competently use tools such as tongs, to carefully transport items to display on a ledge. However, there are no materials here for

children to write if they want to make a list or invitation, for example, to practise writing for a purpose. The childminder encourages children to enjoy literacy from an early age. She has made story sacks for them to take home and borrows others from a local library, which they help themselves to, and share with friends. When she reads to children, she makes the story interesting by using different voices. The children chuckle as she uses a very posh voice for the teacher to sing a song. They count and recognise numbers during daily routines such as preparing for snack, counting the bowls and look at the date on the calendar. They play matching games, identifying the correct number key to correspond with a door they can then open. These activities promote children's development and supports their readiness for school.

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

The childminder's calm approach and relaxed manner helps children to feel at home. Parents have as much time as they feel is needed to help their children settle and get to know the childminder. This helps them feel confident in their surroundings, which means they gain the most from the activities and resources. The childminder's enthusiasm for making children's time fun and interesting motivates them to learn. They enjoy outings every day, often to one of several local parks. They go all year round, and in the winter they are often the only visitors. Consequently, children are surprised about other people coming to 'their park' when the weather improves. Children can go in the childminder's garden at any time, and spend some of their time planting vegetables which they then harvest, cook and eat. They learn about what foods are good and healthy and how it makes them feel to eat healthy food. When children are active, the childminder talks about how their bodies feel so they understand the health benefits of exercise.

The children are so busy and well occupied that they behave very well. The childminder consults with parents if there are any behaviour issues and quickly finds consistent resolutions so harmony is maintained. Children play games which involve taking turns and sharing and the childminder gives explanations to help them think about what they are doing and how their behaviour may affect others. Children take it in turns to take home 'Honey Bear', with his bag and change of clothes and his diary, which matches their own. They record in there what he has done while he has been home with them and they are free to talk to him about anything that concerns them. Honey Bear helps some children to settle with the childminder as he helps them feel safe and comforted. The childminder practices emergency evacuations with the children and they help her regularly check the smoke alarms are working. They watch recordings of fire fighters in the fire station and wear their own fire fighters costumes. This helps them understand how to behave calmly and act safely in an emergency to such a degree that they now know how many fire hydrants there are en-route to school. The childminder helps children prepare for school by visiting the site and looking at the entrance they will use. She plans topics that introduce children to school activities such as getting changed, as well as understanding that although they are going to school with their siblings, they will not actually be in the same classroom. The childminder's home is organised so they use the whole ground floor and can freely move where they like. Each room has a different function so whatever children want to do there is a place to do it. The childminder encourages children to use

the resources wherever they want as they can help themselves to most things.

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

The childminder offers a good quality of care and learning for children. She is knowledgeable about how children learn best and regularly attends training and courses to update and refresh her knowledge. She identifies suitable courses by evaluating her practise and looking at the latest trends in childcare. For example, she is planning to attend a course on den building in the forest, which is in keeping with many settings who offer forest school experiences.

Each training course the childminder attends benefits the children and their learning experiences. For example, since learning that children process only one sound at a time she has stopped playing background music so they can focus better on the language they hear. The childminder asks the parents for their views and suggestion on her practise. They all speak very highly of her and greatly respect her planning, enthusiasm and plethora of resources. The parents like the range of outings and information they receive. The childminder completes daily diaries for the children, which the parents often record their responses. The childminder has printed information to give new parents and an interesting, monthly newsletter to update them on planned activities. This includes handy 'top tips' such as waiting seven seconds for children to process the information before they respond to questions. The childminder has her own social networking site for parents that they can each access securely and view their child's information and learning journey. The childminder values the partnerships she builds with parents and holds several family events each year, to which they are invited, along with other family members such as siblings and grandparents. This enables busy parents to meet each other as well as their children's friends. The childminder shares children's learning journeys with other settings they attend and finds they can complement and support the children's learning so the children make the best progress in their learning and development. The childminder has a clear safeguarding policy that is shared with parents. She updates her knowledge through training so she is clear about the signs that indicate a child may be at risk of harm and she knows what action to take to protect them.

### **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>	EY369715
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	898918

<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>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/11/2008
<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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