

Inspection date

Previous inspection date

24/01/2013

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 plans a good range of motivating play experiences based on children's interests. This effectively encourages their participation and interest in play.
- The childminder uses her observations of children's play effectively to plan for their next steps of learning. This actively supports children in making continual progress.
- The childminder frequently evaluates the effectiveness of her practice and identifies areas for development. This helps her promote continual improvements.
- The childminder is well-organised and is keen to develop her knowledge through further training. This helps her promote outcomes for children.
- The childminder reinforces children's sounds and words very well and uses stories with repetitive phrases to support their developing speech.

It is not yet outstanding because

- The childminder liaises well with parents to help her settle children in happily, although she does not always request sufficient information about children's skills, learnt at home, so that she can build on these.

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 in their play and interaction with the childminder.
- The inspector viewed a child's learning journal and discussed their progress with the childminder.
- The inspector viewed the childminder's evaluation documents and discussed her aims for improvement with her.
- The inspector viewed parent feedback forms.

Inspector

Mary Daniel

Full Report

Information about the setting

The childminder registered in 2011. She lives in Andover with her husband and four school age children. Children have use of a living room, kitchen/diner and toilet facilities downstairs and a bedroom upstairs is used for sleeping children. There is an enclosed garden for playing outside. The family has a dog and a cat. The childminder is registered on the Early Years Register and both parts of the Childcare Register. The childminder's husband is her assistant. There are currently three children on roll, of whom one is in the

early years age group.

What the setting needs to do to improve further

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

- develop further the systems for using what parents know about their children, to effectively plan initial play activities that will support their progress from the start

Inspection judgements

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

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage framework. She competently uses her observations of children's interests and achievements to plan an exciting variety of meaningful play experiences. For example, the childminder plans activities around a 'Transport' theme to support children's fascination with buses. Children have fun going on a bus ride and talk about what they see and do. They visit a train station and see the slow and fast trains go by. The childminder also takes children out for walks locally to spot different vehicles. This encourages children's awareness of the world as they discover various ways of getting around their community. The childminder effectively extends this activity for them to look at traffic lights and also zebra and pedestrian crossings. On their return the children make traffic light pictures and talk about the red, amber and green colours. They create a pretend road in the home and play a 'stop and go' game with the childminder. This actively helps them start recognising colours and learn that red means stop and green means go. Consequently, children develop their enjoyment of different forms of transport and also learn about crossing roads safely.

The childminder gives a positive approach to meeting children's learning and developmental needs in liaison with their parents. She regularly informs them of their child's achievements in their play and suggests ideas to help their progress. Parent's feedback that they are able to work well with the childminder to help their child meet identified learning goals. This effectively helps to maintain consistency in supporting children's learning, although overall she does not always request sufficient information about children's skills, learnt at home, so that she can build on these. The childminder is developing systems for completing the two-year progress check for children in liaison with their parents. She understands how this process will help to monitor children's progress and therefore support their ongoing development. The childminder encourages children's communication well through her positive reinforcement of their words and sounds. In

addition, children are developing a good interest in listening to stories. For example, they enjoy hearing a favourite story about a bear hunt that links to a planned topic. This helps children begin to develop their understanding of language as they start to anticipate the repeated refrains.

The childminder takes children on exciting and stimulating visits. For example, they go to a learning discovery centre where there are lots of sensory activities and resources. Children excitedly play some music as they run across piano keys set in the floor. They respond positively to the feel of the air that blows out from a special machine. They eagerly help to build a makeshift dam in an aqua tunnel play activity and discover what happens to the water. This provides a great variety of motivating experiences for children to develop their early understanding of how things work. Children show great pride in their achievements. For instance, as they build a tall tower with colourful stacking cups. This effectively helps them develop their hand-eye coordination as they carefully balance the cups on top of each other. Consequently, children start solving simple practical problems in their play as they decide which size cups fit together correctly. This supports their early mathematical understanding as they begin to think critically in their play and discover the concepts of shape, size and space. Children are eager to learn and begin to develop good levels of concentration. Consequently, they develop the necessary interest to acquire the skills, attitudes and dispositions to thrive in their next stage of learning.

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

The childminder promotes children's emotional and physical well-being very well. For instance, children form strong bonds with her as they respond very positively to her caring and friendly approach. The childminder frequently praises children for their attempts and achievements within their play. For example, she claps with enthusiasm as they start to correctly follow the actions to a favourite 'Heads, shoulders, knees and toes' song. This positive approach actively supports children in gaining confidence in their abilities. Children are eager and willing to have a go at activities, which effectively helps to promote their development. The childminder often takes children to local toddler and activity groups to meet with their friends. She supports children to become confident away from their main care setting. This encourages their independence skills as they happily adapt to larger group situations. For example, they visit a toddler gym session and have fun with other children tumbling and rolling on the mats. They learn to walk carefully across a low beam. As a result, they begin to gain good control and balance with their body movements. The childminder talks to children about their emotions and why someone might feel happy or sad. Children say someone might be sad if they slipped on the ice they see outside. The childminder skilfully uses this opportunity to help children think about being careful when walking on snow and ice. This effectively supports children in thinking about others and ways in which they can keep safe. The childminder supports children very effectively in behaving well through her positive role modelling. She encourages them to be kind and share toys with their friends. This leads children to develop a positive respect towards others. The childminder promotes children's awareness of healthy eating very well. For instance, she encourages children to try different foods and talks to them about those that will help them stay fit and well. She makes simple

picture shopping lists for children to take on a shopping trip. They use these to help find the potatoes, onions and broccoli that they need to make a favourite vegetable soup. Children know they must wash their hands after going to the toilet and before eating. Consequently, they are very well supported in developing a good understanding of healthy practices overall. Children are cared for in a comfortable family home, where the childminder uses resources effectively to support their developmental needs. For example, the childminder displays posters and pictures around her home that will attract children's interest. They see their named handprint on the 'handprint' tree picture, and those of their friends. This gives them a sense of belonging and helps them feel valued and welcomed in the childminder's care.

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

The childminder shows a very clear awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She is very well organised in her practice and has reviewed her operational policies and procedures to meet current legislation. She has attended several training courses and is now starting a level 3 child care course. This shows a firm commitment to developing her practice to improve outcomes for children. For instance, she recognised that children could not always independently access a wide enough choice of toys and play materials. Therefore, she has recently re-organised the storage of play resources. As a result, children are able to easily access the toys that they want for their games. For example, they know where to find a favourite doll that they want to pretend to feed with a toy bottle of milk. This effectively allows children to develop their spontaneous ideas in their play. The childminder has developed clear systems to help her identify and monitor children's progress across the seven areas of learning. This helps her to effectively provide a well-balanced curriculum that supports children's individual development.

The childminder completes detailed risk assessments of her premises and also assesses risks to children on any outings. She minimises risk effectively, for example, she has fitted stair gates and cupboard locks and she supervises children well. She continues assessing children's safety through daily checks. The childminder has attended safeguarding training and has a clear awareness of related issues. She understands who to contact should a concern arise with a child and she has a detailed policy in place. This helps her to promote children's welfare. The childminder works well with other settings and agencies involved in children's care and learning. She understands the importance of regular liaison to give consistency for children and so promote their well-being. The childminder builds very positive partnerships with parents. From written feedback they say they are extremely happy with how she cares for their children. They say she has each child's best interests at heart and children have lots of fun together.

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	EY437775
Local authority	Hampshire
Inspection number	794332
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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