

Inspection date

Previous inspection date

30/01/2013

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 1

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 promotes children's well-being extremely well and as a result children delight in the support and attention they receive.
- The childminder's arrangements for safeguarding children are robust. Therefore, children feel extremely safe, secure and happy.
- Children flourish in the childminder's care. As a result, they thoroughly enjoy their learning and achieve very well in relation to their starting points.
- The childminder works closely with parents to make sure the children get all the support they need. This leads to effective continuity of care and learning and enables the children to make very good progress.

It is not yet outstanding because

- Although children are able to access the garden to play with toys; there are fewer opportunities for them to fully develop their understanding of the world in this environment.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents.

Inspector

Alison Large

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two school aged children in a house in the Waterlooville area of Hampshire. All areas of the property, but mainly the ground floor, are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is currently caring for one child in the early years age group on a part-time basis. The family has pet guinea pigs. The childminder has a relevant childcare qualification and is working

towards becoming accredited to a childminding network.

What the setting needs to do to improve further

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

- enhance the garden experiences for children to include planting growing and using a range of tools and equipment to further promote children's understanding of the world.

Inspection judgements

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

Children make very good progress in their learning in relation to their starting points. The childminder demonstrates a secure understanding of how children learn, by providing a stimulating environment to support them in making their own choices inside and outside. The learning environment is bright and well organised, allowing children to play freely and develop effective skills for their future learning. The childminder makes regular observations and assessments and uses these to ensure the children are consistently moving to the next steps in their learning and development. The childminder is committed to providing the best quality care and education for all children to help them make as much progress as possible. Children take part in some planned activities and also have many opportunities to initiate their own play. The childminder has a very good knowledge of the children she cares for, supports those who require additional support well and monitors their progress effectively. Systems for planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning. This ensures the monitoring of children's progress is effective.

Babies have good opportunities to explore resources using all their senses. For example, they touch and handle resources to discover how things make a variety of noises and have different textures. The childminder supports them well, which means they are able to climb and practise a range of movements in safety. Children love playing in the garden where they are able to run around, kick balls, jump and climb. However, there are no opportunities at present for children to plant, grow and use a variety of tools and equipment to strengthen their understanding of the world. The childminder promotes children's independence well; they are able to develop skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy many opportunities to choose, participate and become independent in their play. The childminder keeps parents fully informed about their child's learning and development. She

does this via daily diaries, good verbal feedback and the regular sharing of the children's learning journey progress records. This helps to ensure that parents are continually involved in promoting their children's learning. The childminder has yet to put into practice the two year old progress check, although she has a good understanding of how to implement this to promote children's progress.

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

Children develop warm and secure relationships with the childminder, who supports them and their families exceptionally well and takes care of their individual needs. They benefit from her attentive and caring nature and her enthusiasm to promote their learning through play. She promotes children's safety very effectively and excellent systems are in place to ensure the home remains secure at all times. Children understand the need to keep safe, for example, as they regularly practise the emergency evacuation procedure, and talk about road safety.

Children develop an excellent understanding of following good hygiene routines. The childminder discusses with them why they need to wash their hands before eating or after using the toilet, and they learn how to wipe their noses and dispose of the tissues hygienically. Excellent systems are in place to inform the childminder of any health or dietary issues the children may have and she keeps thorough records of accidents and medication administered. The childminder provides an excellent variety of healthy and nutritious meals and snacks in accordance with parents' wishes. Children are able to access the outdoors in all weathers to have regular fresh air and exercise.

The childminder has excellent behaviour management systems in place. Children develop a clear understanding of right and wrong because the childminder puts clear and consistent boundaries in place. The childminder helps children to learn skills to prepare them for their later lives, such as sharing, taking turns and being polite and kind to each other. They develop the skills to become articulate, confident and flourish during their time spent with the childminder. These skills also help to prepare children for future transitions, for example, to school.

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

Children feel safe, secure and happy with the childminder and her arrangements for safeguarding the children are robust. The childminder is fully aware of her duty to promote the welfare of the children in her care. She has a very good knowledge of child protection issues and is fully aware of her role and responsibilities to help protect children from harm. The childminder keeps a comprehensive range of policies and procedures to promote the children's welfare. She carries out thorough risk assessments throughout the home and for outings to further promote children's safety at all times.

The childminder is motivated and committed and continually strives to improve her

practice. Her good self-evaluation systems identify and deal with any areas for development. For example, the childminder has attended various training courses since registration and aims to further develop her assessment and planning systems. Therefore, she promotes the ongoing improvement of her provision to achieve good outcomes for children. The childminder has a good understanding of the learning and development requirements. She plans and provides an effective range of learning experiences for children and monitors their progress well. As a result, children make good progress towards the early learning goals.

The childminder has very positive partnerships with the parents. They report on the brilliant care and attention she gives the children and how their children are always eager to spend time with her. Parents receive very clear feedback about their children's routines and achievements at the end of each day. The childminder has a parent's notice board and shares a variety of information with them. She shares the children's learning journeys with parents and together they discuss the way forward in their children's progress. This ensures a mutual approach to enhancing children's experiences in the setting and means parents are involved in their children's learning.

The Childcare Register

The requirements for the compulsory 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	EY449962
Local authority	Hampshire
Inspection number	810103
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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