

Inspection date

Previous inspection date

07/02/2013

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 develops positive relationships with children and provides them with a positive role model that helps them feel secure and settled.
- The childminder knows each child well, through accurately assessing their development and identifying the next steps for their learning.
- The childminder supports and guides children during their play, which enables them to choose what they want to play with and actively explore the play equipment.
- The childminder consistently asks open questions that capture children's interest, extend their learning and help them make good progress in relation to their developmental starting points.
- Children's individual needs are well met, because the childminder establishes good communication with parents and has a caring, patient and kind approach.
- The childminder promotes children's good health through working closely with parents and implements new strategies that successfully encourage children to eat well.

It is not yet outstanding because

- The childminder has not yet provided children with a wide range of resources that reflect positive images, to develop their awareness of diversity.

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 indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parent's comments within documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two children in Aldershot, Hampshire. With exception of the master bedroom, all areas of the home are used for childminding and the garden is available for outside play. The family has pet cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four children under eight years on roll, of whom three are in the early years age range. The provision operates from Monday to

Sunday, for most of the year, including bank holidays.

What the setting needs to do to improve further

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

- strengthen the opportunities for children to develop an awareness of diversity, by providing a wider range of resources that reflect positive images.

Inspection judgements

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

The childminder supports and responds to children's interests, makes suggestions and gently guides them during their play. Consequently, children choose what they want to play with and actively explore the resources. The childminder consistently asks open questions that capture children's interest, extend their learning and help them make good progress in relation to their developmental starting points. She provides a good range of activities and uses the choices that children make during their play, to promote the next steps for their learning. Children take activities in their own direction, for example, when they dress up and decide to turn activities into a ballet and dancing show. The childminder has an encouraging and supportive approach that enables children to be confident, independent and achieve their full potential. She gives priority to taking children to toddler groups, so they develop their social abilities. Consequently, children are provided with a secure foundation for their future and starting school. Parents are fully involved in their children's learning. The childminder talks to them everyday and completes a daily diary with information about activities and events. In addition, she uses a secure interactive on-line assessment system. This allows parents to log into information about their children's achievements and next steps for learning at any time. The childminder plans to enhance this two way communication by introducing an 'all about me' document, for parents to record regular observations of their children's achievements at home.

Children show good understanding, as they select familiar objects by name, find objects when asked, and identify objects from a group. This is because the childminder plans play activities and provides resources which encourage them to engage in symbolic play. Children copy familiar words and build their vocabulary, as the childminder gives them lots of choices. For example, when selecting food to eat at snack time. Children develop control of their movements, as they climb equipment at soft play facilities and the park. Children have regular opportunities to play in the childminder's garden, where they enjoy playing football with their older siblings and using a playhouse with imaginative play

resources. Some older children enjoy listening to familiar stories. They use their knowledge of watching films related to the stories, to talk to the childminder about what happens and the characters in books. Children enjoy making marks and creating patterns using paint, crayons and shaving foam. The childminder provides opportunities for them to use flash cards, listen to a phonics CD, and post letters of the alphabet into a battery operated response box on her fridge. Consequently, children are beginning to learn the sounds of letters and link them to the alphabet. The childminder provides opportunities for children to share experiences and knowledge from different parts of their lives. They talk about different members of their family and look at photographs in books the childminder makes easily accessible.

The childminder encourages children to try new activities and experiences, such as hand painting, that helps them to successfully overcome a reluctance to touch different media. As a result, children develop great enthusiasm for creative activities. She supports children's confidence by joining in the activities herself and has helped to develop their enthusiasm for touching and feeling cornflour, shaving foam and modelling dough.

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

Children's individual needs are well met and they are secure and settled, because the childminder provides a positive role model, due to her caring, patient and kind approach. Children are generally well behaved and cooperative, because the childminder implements clear boundaries, that help them to understand what is expected. For example, they learn to wait when the childminder is doing something else. Children form good friendships and enjoy each others company and respond quickly when they are asked to share the play equipment. Children are independent and motivated in their play. Their good health is promoted through the provision of healthy food and regular opportunities for them to be active. The childminder works closely with parents and makes suggestions about changes to food provision, that have successfully helped children who were previously fussy, to eat well.

Children are provided with a good range of indoor and outdoor resources that promote their enthusiasm for learning. The childminder uses the internet to create games, for example, a counting nature trail activity, where children find, count and collect stones to make into circles. She prints cards with shapes and numbers that enable children to program response toys, which together they use to learn about shape, colour and size. Consequently, children, including those who attend after school are provided with sufficient challenge. Children learn about their own safety. For example, as the childminder reminds them to turn around and sit down, before using a slide at the park. The childminder practices the fire evacuation procedure with children and plays a 'fire game' which re-enforces their understanding of exits to use in the event of fire. Children are beginning to develop an awareness of diversity and different cultural events and celebrations. For example, in recognition of Chinese New Year, they make dragons and snake mobiles, watch dragon dances on the computer and then re-create their own. However, there are limited resources that reflect positive images of difference, which

limits children's awareness of all aspects of diversity.

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

The premises are safe and secure and children's safety is well-maintained. The childminder supervises children extremely well and completes risk assessments for the premises and outings. The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board and understands her responsibility to protect the welfare of the child. The childminder uses her experience of working in nursery provision to identify good practice and plan improvements. For example, she wants to provide children with their own books to include pictures of places they have visited in their home lives. This will extend the opportunities for children to remember and talk about their own experiences. The childminder has recently attended a training workshop that has enhanced her understanding of the learning and development guidance and ability to identify the next steps for children's learning. During activities, she uses her observations of children's concentration levels, to identify if they are provided with sufficient challenge. She also identifies if children achieve new skills in relation to the next steps for their learning.

Since registration, the childminder has started to reflect on her practice and the quality of the provision. She has achieved this through using the Ofsted self-evaluation form, and consultation with parents. This has enabled her to identify the strengths of the provision, make changes and identify aims for future improvement. For example, she has recently decided to provide times to meet with parents, to discuss children's developmental progress in more detail. This will enhance the existing information she shares with parents on a daily basis. Letters from parents show they are happy with the provision. For example, they say 'during the time my children have been with the childminder they have settled in well. The childminder has amazing educational tasks worked into each session, which help my child to understand the world around her and prepares her for school'. The childminder establishes effective communication with other early years provision that children attend, to complement their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY446819
Local authority	Hampshire
Inspection number	809680

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	

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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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