

<b>Inspection date</b>	01/03/2013
Previous inspection date	08/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are confident communicators. They express themselves well and show good levels of independence, curiosity and imagination.
- The childminder is enthusiastic and keen to improve her skills and practice with further training and self-evaluation.
- The childminder is a good role model and children have formed strong attachments with her.
- The childminder interacts well with the children and values their ideas, current interests and developing language.
- The childminder gains detailed information from parents for all children when they join which successfully identifies their starting points.

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

- Partnership with other settings children attend are not fully established in order to fully support consistency in children's learning and development.
- Younger children's personal independence and developing literacy skills could be further supported. For example, by labelling with both pictures and words.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked at children's learning journeys.
- The inspector spoke to the childminder.
- The inspector tracked children.
- The inspector observed practice.
- The inspector reviewed policies and documentation.

## Inspector

Lindsay Osman

## Full Report

### Information about the setting

The childminder registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Chandler's Ford, an area close to Eastleigh. She uses the whole of the ground floor and an upstairs bedroom for childminding. There is an enclosed rear garden for outside play. The childminder is open all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. There are currently 11 children on roll; of which six are in the early years age group. The childminder attends various local parent and toddler groups throughout the week. She is a member of the National Childminding Association. The family have two pet rabbits.

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

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

- develop consistent care and learning by ensuring there is a regular two-way flow of information with other early years settings children attend
- enhance younger children's personal independence and developing literacy skills. For example by adding pictures to name labels to assist them in finding their names and telling who is missing from the childminder's that day

## Inspection judgements

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

Children are making good progress and some are above their developmental age. The childminder is skilled at asking questions that encourage them to think and motivate them to learn. This encourages children to think for themselves and be actively involved in their own learning. The childminder uses communication very skilfully to help children develop speaking and listening skills. For example, when children say, "I caught it", she replies "you caught it did you?" This reinforces the correct language so that children learn how to construct their sentences. The childminder promotes children's understanding of numbers well through everyday activities. Children count out plates in the role play area and count their fingers when sat on the childminder's lap for a story or when having their nappies changed.

The childminder helps children develop a good awareness of how to stay safe. When they go on outings, children are reminded to stay together and hold hands. The childminder

reminds children of the safety rules in the home and how to play with toys safely. The childminder has a 'Who is here?' board with names of the children attending the setting and to see who is not present. Children are able to remove these and ask the childminder to read the names. However, only seeing these labels in writing limits younger children's personal independence and their ability to recognise and select their names, like they see older children doing. This will enhance younger children's independence skills and their developing reading skills.

The childminder works closely with parents, sharing information through the daily diary and the children's journals. She values the information they provide about their children's learning and development. This enables her to plan an effective range of activities. She keeps all parents well informed about their children's achievements and actively encourages them to continue learning at home. However, the childminder has not fully established relationships with nurseries and pre-schools children also attend. Therefore this inhibits a consistent approach to children's learning and development. Children make good progress and are becoming independent learners; this prepares them well for transition to school.

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

The childminder provides a calm and caring environment and children are obviously very secure and happy in her care. They have developed strong and positive relationships with the childminder who promotes a strong sense of security and emotional well-being for the children. They enjoy learning and the childminder fully sustains their interest because of the strong bond developed between them and the childminder. The childminder encourages new parents to visit with their children and stay and play for a number of sessions. This means she can get to know the families well, before she starts to look after them. It also helps ensure a smooth transition for children from home to the childminder's care.

The downstairs area dedicated to children is light and spacious. It is well organised and opens into an enclosed garden. The environment has a homely feel, yet children have plenty of space to play and are able to choose freely from a range of toys and resources that promote all areas of learning. These are stored in labelled boxes. This helps ensure that children are motivated and interested and make good progress towards the early learning goals.

The childminder promotes children's health well, supported by clear policies, records and practice. Children are encouraged to keep themselves healthy. For example, they know to wash hands before meals and after using the toilet. She models how to wash and dry hands appropriately. The childminder provides children with home cooked meals and she informs the parents about the foods that their children have been enjoying in their daily diaries.

The childminder has a range of procedures in place to ensure children play in a safe environment. These include completing comprehensive risk assessments for the home and

outings. As a result of the risk assessments, the childminder makes changes to the provision and restricts areas to ensure the children's safety at all times. The childminder visits parent and toddler groups, where children can experience different surroundings and build relationships with other children. This contributes to their personal and social development and gives them skills they will need when they move on to school.

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

The childminder has a good knowledge of safeguarding and welfare requirements. She has undertaken self-evaluation in partnership with the parents and has developed an action plan to implement changes. She demonstrates an enthusiastic approach towards maintaining continuous improvement. For example she recognises she does not have a wide range of resources and has plans to develop these and increase the range of opportunities available, including changes to the outside area.

The childminder develops positive relationships with parents. She keeps them well informed about her childminding practice and they receive copies of her policies and procedures. The childminder establishes an effective two-way flow of information with parents. Parents are extremely positive about the care their children receive.

The childminder regularly updates her childcare knowledge in a variety of ways including completing a range of courses online. This helps her to continually improve her childminding service and improve the outcomes for children. For example, she has recently attended training about the Early Years Foundation Stage Framework and is in the process of implementing new paperwork. She plans what she will do with children, completes observations to identify their next steps in learning and then uses these to inform future planning. She has a good understanding of the two year old progress check and has started to undertake these in partnership with the parents.

### **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 action. 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>	EY275044
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	814640
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/07/2010
<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, which are usually the childminder's 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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