

Inspection date

Previous inspection date

07/03/2013

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 knows the children well and provides a range of good quality activities that support the children's development.
- There are warm relationships between the children, the childminder and her family giving the children a sense of belonging.
- The childminder has a good understanding of the Early Years Foundation Stage and child development.

It is not yet outstanding because

- children's mathematical development is promoted, although there are fewer opportunities to help them learn about weighing, measuring, and comparing shapes measures or distances.

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 sampled the observations and assessments made on the children.
- The inspector sampled the planning in place for the children.
- The inspector observed the positive interaction between the children, childminder and her family.
- The inspector had discussions with the parents of the minded children.

Inspector

Amanda Shedden

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and young twins in Eastleigh, Hampshire, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two children on roll, both of whom are in the early years age range.

What the setting needs to do to improve further

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

- extend the range of resources to help children explore the properties of objects and where they can weigh and measure.
- plan further opportunities for children to describe and compare shapes, measures and distance.

Inspection judgements

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

Children are happy and enjoy their time with the childminder. The childminder has a thorough understanding of their individual developmental and care needs. Her understanding of the early year's framework and knowledge of child development supports the good progress children are making.

The childminder uses observations she makes on children and her tracking system to assess the children's development. She is fully aware of the individual children's interests and plans activities that will both interest and promote their learning. Her friendly positive interaction encourages children to join in and learn while they play.

Children become independent as they make their own sandwiches for tea, choosing which fillings they would like. The childminder uses the moments to discuss what foods are good for you and asks them what shape they would like their sandwich cut, using the correct mathematical terms. However, children have fewer opportunities to describe and compare shapes or undertake weighing and measuring whilst with the childminder.

They enjoy singing choosing which songs to sing and using the musical instruments they

made previously. They use their imaginations to make stepping-stones to cross the water using mats; the childminder enhances this by providing more resources to use as stones. Children confidently tell the childminder the sounds of the letters on the poster that they know. The childminder's gentle interaction builds their self-esteem and knowledge as she praises their efforts and helps them to remember letters they were unsure of. The activity is extended as they are asked the beginning letters of members of their family, which they confidently answer.

Children make more musical instruments, and they choose from the craft materials on display. The childminder encourages them to contribute their own knowledge and ideas discussing with them the process of making a tambourine. These activities effectively complement the activities the children undertake at school.

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

The childminder establishes close and warm relationships with children. The childminder is on hand at all times to offer support, guidance and frequent praise and encouragement. As a result, children develop a strong sense of well-being in the childminder's care. The childminder has arranged her home so that it is a welcoming place and children play safely. Her home is equipped with good quality and accessible resources, which enable children to choose freely what they want to play with.

The childminder has an effective knowledge about how to promote the health and safety of children and promotes safe practices. Children are learning about how to manage risks and to keep themselves safe through some activities. For example, when using scissors and staplers the childminder guides and supports them to manage these tasks themselves in a safe manner. Children's behaviour is good; the childminder focuses on the positives of their behaviour frequently praising the children building on their self-esteem. Children are learning about health lifestyles, they visit parks on the way home from school and choose what fruits they would like to eat at snack time. The positive two-way communication with parents contributes to the children's well-being whilst in the childminder's care.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She is fully aware of safeguarding issues has an understanding of how to keep children safe and respond to any concern about a child. She carries out accurate written assessments for outings and of her premises and has taken effective steps to make her home safe, so children are able to move around freely and safely.

She understands her responsibilities in promoting and monitoring children's learning and development. She uses the 'Development Matters in the Early Years Foundation Stage' guidance document to analyse her observations and monitor children's progress towards the early learning goals.

The childminder demonstrates a strong commitment to improving her service. She values ongoing training and makes effective use of knowledge gained through courses, such as food hygiene, to promote positive outcomes for children. She has consulted the parents and children on her practice and has a clear vision of what needs to be done to further improve her practice.

Parents are well informed and feel involved in their children's learning. The childminder seeks parents' views and information about their children when she begins minding children. She shares information with parents about their children's activities verbally each day and they can read about their children's development levels and next steps, in their learning journeys or weekly diaries. Parents are very appreciative of the care and the flexibility the childminder offers. There are good links in place with the schools that the children attend which supports their continuity of care and education.

The Childcare Register

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| 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 |
|---------|--------------|---|
| 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

| | |
|------------------------------------|----------------|
| Unique reference number | EY452524 |
| Local authority | Hampshire |
| Inspection number | 882852 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 2 |
| 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, 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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