

Inspection date

Previous inspection date

11/03/2013

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

- Children are fully included in activities, because the childminder actively responds to the choices they make and provides support to help them achieve their aims.
- The childminder is very approachable and dedicates her time to having fun with the children, which means they enjoy being in her home and taking part in everything on offer.
- The childminder communicates with children in a positive way, joins in their play and asks questions that promote their communication and learning.
- Children show independence in their play, due to the good range of resources that provide them with sufficient challenge.
- Children's learning is complimented and extended, because the childminder makes good use of information from other early year's provision that children attend.

It is not yet outstanding because

- The childminder does not strengthen assessments of children's learning, by seeking parent's observations of their children's learning at home.
- The childminder does not plan a wide range of activities to further develop children's awareness of similarities and differences in their own and others culture, faith and customs.

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 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 two children in West Liss in Hampshire. The premise is situated close to the A3 and is within easy travelling distance of local shops, schools, parks and other amenities. The childminder uses the ground floor and two of the bedrooms in her home for childminding purposes. There is a garden available for outdoor play. The childminder has a cat and a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She also offers care to children aged from the end of the early years to 11 years. There are currently three children on roll under eight years, of whom two are in the early years age range. The provision operates from Monday to Friday, for most of the year.

What the setting needs to do to improve further

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

- develop strategies for parents to contribute to children's assessments, to increase their involvement in children's learning in the provision

- strengthen the opportunities for children to learn about similarities and differences between themselves and others, and among families, communities and traditions.

Inspection judgements

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

Children are provided with a good range of activities and experiences that are linked to their interests and complement what they learn in school. For example, they enjoy making cards to take home, playing group ball games in the garden, and negotiating climbing equipment in a local Forestry commission facility. Children are fully included. The childminder actively responds to the choices they make and patiently provides support to help them achieve their aims. For example, as they all enthusiastically make their own sandwiches to eat after school. Consequently, they learn together and from each other. The childminder is observant of children's interaction with others and ensures that they have sufficient challenge during their play. Children make good progress in relation to their developmental starting points. The childminder has a good knowledge of children's individual abilities and what she wants them to achieve next. She matches their achievements to learning and development guidance and identifies how to support and promote their learning. For example, since starting at the provision, children have

developed confidence with making friendships and expressing themselves. The childminder welcomes parents into her home and gives them feedback about activities and children's achievements. She makes a daily diary available for parents and children to look at, which includes information about the next steps for their individual learning. However, the childminder does not strengthen her assessments of children's learning, by seeking parents' observations of children's learning at home. This reduces their involvement.

The childminder successfully develops children's listening and speaking skills, as she gives them time to engage in conversation. For example, as she asks them about their school day and listens to information they share about their home lives. This helps them to recall and relive past experiences. Children develop good control of their movements, as they ride and operate toy diggers in the childminder's garden and manoeuvre other wheeled toys in the sitting room. Children negotiate large equipment and climb with confidence when using large equipment at parks. Children understand that good hygiene practice contributes to their good health, as they independently wash their hands before making a snack to eat after school. They show interest in books and enjoy listening to the childminder reading stories. Some children can describe the main story settings, principal characters and predict the ending. Children give meaning to marks, as they draw write and paint. They learn to recognise number, as the childminder measures and records their height each month. Children's interest in number can be seen as they help younger children to count toy cars. The childminder extends children's learning as she asks questions that encourage them to successfully add groups of objects. Children learn about shape and size, as they work together to complete puzzles and join pieces of train track. Children are keen to learn about the features of living things. They feed fish in a covered pond, stroke and handle the childminder's pet rabbit and enjoy walks with her dog. They explore and use a good range of media and materials. For example, they use paint, crayons and collage resources and computer programs on a hand-held computer to create their own designs.

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

The childminder provides children with a good role model, due to her positive involvement in their play. Children are well behaved and get on well together. They show independence as they choose resources from the playroom. The childminder responds to children's feelings and behaviour, for example, if they are quiet and shy when she first starts caring for them. She develops their feeling of security, by helping them establish good relationships with other children and her family. Consequently, children trust her, feel confident to ask for help when needed and are relaxed and at ease in her home. Children's good health is promoted, because the childminder provides them with healthy and nutritious snacks and meals. They particularly enjoy home cooked dishes, such as chicken stew. They help themselves to fresh fruit, which is always prepared and made available in a bowl on the table. The childminder talks to parents about children's likes and dislikes, which helps her to adapt meals so they eat well. Children have regular opportunities to be active. They benefit from using an undercover area, immediately outside the main play area for mealtimes and activities. For example, they engage in imaginative play as they use a small play house and pretend to sell ice-creams out of the

window.

Children have access to a good range of accessible play equipment that promotes their independence and provides them with sufficient challenge. Children learn about their own safety. For example, under close supervision they develop confidence as the childminder teaches them how to behave appropriately towards her friendly dog. She develops their awareness of road safety, as she explains and reinforces the rules for staying in the car, until it is behind the gate in her drive. Children have good opportunities to share experiences and knowledge from different parts of their lives. For example, they talk about their visits to other countries and share words they are learning in their home languages. However, there are limited opportunities for them to take part in activities to further develop their awareness of culture, faith and customs.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect children's welfare and knows what action to take if she is concerned. Children's safety is maintained through the use of risk assessments, which include all outings and daily checks of the premises. For example, the childminder gives top priority to supervising children and ensuring they stay near to her during school pick ups.

The childminder uses her observation and assessments to monitor and evaluate the success of activities. This means children are provided with enjoyable experiences that meet their individual needs, extend their learning and provide them with sufficient challenge. Since registration, the childminder has enrolled to complete a level 3 qualification in early years, and has a clear vision of how this will further develop her understanding of how to promote children's learning. She uses the Ofsted self-evaluation form to reflect on the quality of the provision and can accurately identify her strengths. For example, that she is very approachable and dedicates her time to having fun with the children, which means they enjoy being in her home and taking part in everything on offer. The childminder talks to parents and uses questionnaires to seek their views about the provision. These show they are happy with their children's care and learning. For example, they say they 'I like the home from home feeling and that their children feel safe and happy'. Since registration, the childminder has made improvements to the provision. For example, she has successfully liaised with other early years provision that children attend. This has enabled her to obtain school and nursery reports, which include information she uses to compliment and extend their learning. Consequently, children's individual needs are well met and they receive continuity in their care and learning. The childminder has clear plans in place that will improve outcomes for children. For example, as the seasons change, she wants children to become involved in helping to plant and grow fruit and vegetables for mealtimes. She knows that this will develop their understanding of how food grows and promote healthy eating and their enthusiasm for playing outdoors.

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

Unique reference number	EY452353
Local authority	Hampshire
Inspection number	884677
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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, 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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