

## Inspection date

Previous inspection date

13/03/2013

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 has a good awareness of children's individual abilities and progress, which she uses to extend their learning.
- The childminder introduces resources and activities that successfully promote children's exploration and sensory development and encourage them to engage in new experiences
- The childminder engages in children's play and talks aloud, which helps them to control what they do and learn to communicate
- Children have good opportunities to learn outdoors all year round, because the childminder makes good use of an undercover decking area.
- Children's individual needs are well met, because the childminder builds positive relationships with parents and shares information about children's progress and development.

### It is not yet outstanding because

- the childminder has not shared learning priorities with other settings that children attend, to further compliment their learning and promote all possible shared learning opportunities.

## 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 and outdoor activities in the childminders 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 a house in Yateley, Hampshire. The childminder mainly uses the downstairs rooms in her home for childminding purposes. There is a 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 provision operates from Monday to Friday, for most of the year. There are three children on roll under eight years, of whom two are in the early years age range. The childminder also offers care to children aged from the end of the early years to 11 years. She collects children from the local school and attends toddler groups on a regular basis.

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

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

- share learning priorities with other settings that children attend, to promote more shared learning experiences.

## Inspection judgements

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

Children persist with activities when challenges occur, because the childminder gives them time to achieve their aims and praises their achievements. She engages in children's play and talks aloud, which helps them to control what they do and learn to communicate. For example, as they explore and shake a foil first aid blanket. The childminder plans a good range of activities and experiences that promote children's next steps for learning. For example, she takes them on weekly outings to a Children's Centre and music group at the local library. This helps children to develop confidence and social skills as they meet other children. The childminder has a good awareness of children's individual abilities and progress, which she uses to extend their learning, by involving parents. Babies look intently at the childminder, as she uses finger puppets and sings nursery rhymes to capture their attention. They are beginning to respond and interact, as they join in and copy the childminder clapping her hands. Babies are beginning to communicate as they copy a few words the childminder says. Older children use a wide range of vocabulary to organise, sequence and clarify their thinking, ideas, feelings and events. The childminder knows that some children's language development is above expected levels of development. Consequently, she provides lots of opportunities for them to share what they know. She adapts the way she talks with children to extend their abilities, for example, when children volunteer information about medical ailments, such as chicken

pox and how the body responds to these.

Babies make good progress as they learn to move around and walk, because the childminder gives them lots of encouragement and time to explore the environment. She puts toys on the sofa and low level tables in her sitting room, which promotes children's ability to pull themselves to standing and develop control of their movements. Children are beginning to show interest in books. The childminder encourages them to focus, as she sits them on her lap and reads stories that capture their interest. The childminder provides one-to-one time to interact with young babies when they are in an alert and willing to play. She sits on the floor during children's play, which helps them interact with her. Children use glue, paint, modeling dough and gloop. They make designs, such as collages using glitter and salt dough handprints for Mothers day. The childminder gently encourages children to use different resources and overcome any reluctance to touch different textures. For example, when playing with cooked spaghetti, she trails it over their legs so they experience how it feels. Consequently, children are happy to explore different textures. Children express themselves as they dance and follow movements on a television computer game. They often enter into play imaginatively, as they dress up and play mummies and daddies and princesses.

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

Children develop their senses, as they sing and look at lights and bubbles during outings to a sensory room. They explore different sensations with the childminder as they lie on the cover of a flotation tank. They roll, stretch and explore their movements in a safe place. The childminder is a positive role model to children. She has an encouraging and supportive approach, which promotes children's confidence to try new experiences. Children are well behaved and co-operative because the childminder follows their individual routines and gives them lots of praise. They get on well together as they take part in activities use resources they all enjoy, such as musical instruments. Children are happy and settled due to the close bond they form with the childminder and having their comfort objects, which they bring from home. The childminder promotes children's good health. She provides homemade meals and healthy snacks which children enjoy. Parents are particularly happy with how their children now eat fruit and vegetables they previously rejected at home. Children are protected from the risk of cross infection as the childminder follows good hygiene practices. For example, she follows hygienic nappy changing procedures.

The childminder provides children with a welcoming and well organised environment. They have access to a good range of indoor and outdoor play equipment in a playroom and garden, which promotes their exploration and learning. The childminder introduces resources that successfully capture their interest and develop their confidence and senses. Children benefit from learning outdoors, as the childminder makes good use of an undercover area next to her sitting room. For example, they take part in messy play, listen to stories, crawl around the decking, and listen to the rain on the roof overhead. Children are beginning to develop an understanding of their own safety. The childminder talks about stranger danger and road safety when walking back from school and shows them

how to use the stairs, garden steps and slide in a safe way. The childminder builds children's awareness of their own and different cultures and faiths, by celebrating a range of special events. For example, they make paper lanterns for Diwali, make snakes and eat Chinese food for Chinese New Year, and make daffodils for St David's Day. In addition, children have access to a range of accessible resources that help them develop a positive attitude to difference. They enjoy books, soft Dutch clogs, Chinese dressing up clothes and maracas from Cuba.

### **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 and understands her responsibility to protect children's welfare. Children's safety is well maintained. The childminder supervises them well at all times and stays close by to provide support, for example, as children learn to walk. The childminder is vigilant about reducing risks, both in her home and on outings. She monitors the success of activities by observing and assessing children's individual achievements and progress. The childminder plans and provides a good range of activities and experiences that stretch children's existing capabilities. For example, she takes them on outings that provide them a wide range of experiences appropriate to their age and stage of development.

The childminder's good knowledge of the strengths of the provision, accurately reflects what she does well. For example, children are provided with a homely atmosphere, benefit from free flowing spaces and from using the outdoor play space all year round. The childminder has plans in place to make future improvements that will further enhance the quality of the provision. For example, to provide opportunities for children use her allotment for planting and growing activities and to provide a wider range of craft resources. The childminder regularly seeks feedback from parents and asks them if there is anything else they would like her to do with their children. She e-mails them with photographs when children first start at the provision to provide them with reassurance. In addition, the childminder uses questionnaires to seek parent's views about the provision. These include positive comments, such as 'the childminder is really approachable and goes the extra mile to help me feel better about leaving my child' and 'I can tell my child feels really safe, because of how easily he has settled in and how much he clearly enjoys himself. The childminder talks to teachers in schools that children attend, to share general information about children's progress. However, she has not yet fully discussed individual learning priorities for children with other settings. As a result she does not promote all possible shared learning opportunities to enable children to make the best possible progress.

### **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>	EY449845
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	885855
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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