

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 25/03/2013 |
| Previous inspection date | 09/08/2011 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## **The quality and standards of the early years provision**

### **This provision is satisfactory**

- The childminder has created a warm, welcoming homely environment where children demonstrate they feel safe, happy and secure.
- The childminder provides a suitable range of activities and experiences, enabling children to make satisfactory progress in their learning.
- The childminder supports children's developing communication and language skills by talking to them and explaining what she is doing.
- Children explore their surroundings and to learn about the local community.

### **It is not yet good because**

- Observational assessment is not fully developed to help her identify children's stages of development and plan effectively for the next steps in children's learning. Parents are not involved in this process to encourage a coherent approach.
- The organisation of play materials does not make it easy for young children to help themselves and make independent choices about what they do.
- The childminder does not provide everyday or natural resources to enrich the existing play provision and excite young children's interest and curiosity.
- Self-evaluation is not sufficiently well developed to identify priorities for improvement and plan how these will be achieved.

## 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 the childminder's interaction with children inside the home.
- The inspector had discussions with the childminder.
- The inspector viewed available documentation relating to childminding activities and children's learning.
- The inspector took account of the views expressed by a parent in written feedback.

## Inspector

Debbie Newbury

## **Full Report**

### **Information about the setting**

The childminder registered in 1995. She lives with her two adult children, one of whom is her assistant, in Fleet, Hampshire. Childminding takes place on the ground floor of the home and children sleep upstairs as necessary. There is a fully enclosed garden for outside play. The family has a pet dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years group on roll and 11 older children. Days and times of children's attendance vary. The childminder supports children with special educational needs and/or disabilities. She walks to local schools to take and collect children. The childminder takes children to visit local parks and other places of interest in the community.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop use of observational assessment to identify children's stages of development and plan for the next steps in children's learning
- develop the partnership with parents so that information regarding children's learning and development is shared and can be used to contribute towards planning and assessment.
- develop use of self-evaluation as a tool to identify priorities for improvement and plan for how these will be achieved

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

- review the organisation and presentation of play materials to make them more easily accessible to young children and enable them to make independent choices
- provide children with a variety of natural resources and items reflecting everyday life to excite children's curiosity and spark their interest.

## Inspection judgements

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

Children are happy and enjoy their play. The childminder provides appropriate support and encouragement to help them make satisfactory progress in their learning. She completes basic observations on children although she is not using the information she gathers effectively to clearly identify children's developmental stages and to plan for the next steps in their learning. Therefore, she cannot be sure children are making as much progress as possible.

The childminder provides a variety of toys for children to explore and she regularly rotates these so there is something different to play with. She makes sure that she includes items that children particularly like and offers them an alternative toy when they lose interest. However, the childminder has not considered how she can enrich the existing play provision and excite children's curiosity through the provision of a wide range of everyday objects and natural resources. Play materials are mostly stored in large toy boxes. This does not make it easy for young children to help themselves and make independent choices about what they do.

The childminder willingly joins in with children's play and offers support to help them achieve a particular task. For instance, children enjoy playing a fishing game where they have to pick up different puzzle pieces using a magnetic fishing rod. The childminder encourages them to 'pull' so they lift the puzzle piece out of the board and she claps and cheers as they do this. She then encourages children to see if they can replace the puzzle pieces in the correct space and offers advice, suggesting they turn the puzzle piece round so it will fit. Children are proud of their efforts and they cheer themselves. The childminder notices when something arouses children's attention, such as the presence of some birds in the garden. She points out other birds to them, explaining where they need to look. The childminder supports young children's developing communication and language skills by talking about what she is doing. She suggests they get the high chair out because it is lunch time and explains the need to change a nappy before children go to bed. This approach enables young children to make connections between words and actions, which reinforces their understanding. The childminder provides young children with opportunities to use crayons and to help her make cakes. She recognises that as children get older, they will be able to take on a more active role in this activity. The childminder's grand daughter visits once a week and this provides young children with an opportunity to mix with another child of a similar age. Children find out about their local community because the childminder regularly takes them on outings to the local town. They visit the library and the supermarket and watch the trains. Children who attend after school have the freedom to choose how they spend their time.

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

Children enjoy a good relationship with the childminder and her family. They are treated with affection and the childminder responds positively when children approach her in need of reassurance. This helps them feel safe and secure. The childminder understands her role in helping children understand appropriate ways to behave in an acceptable and safe manner. She supervises young children carefully, intervening as necessary to guide them away from potentially unsafe actions, such as when they attempt to climb onto the table. However, she recognises that young children need to gain confidence in their surroundings and practise independent walking. She allows them the freedom to move freely between rooms and go and explore. The childminder praises children using both words and gestures, which promotes children's self-esteem and confidence in a positive way.

The childminder implements good hygiene routines with children. She has a flexible approach with regard to the provision of food and agrees arrangements with parents on an individual basis. Young children are encouraged to feed themselves, which promotes their growing independence. The childminder plans the day to enable children to have time outdoors so they benefit from fresh air and exercise. She sometimes brings equipment such as a small slide indoors so young children can freely practise climbing and balancing. The childminder walks to and from school to collect older children. This experience introduces younger children to the hustle and bustle of the school environment. The childminder helps prepare young children for starting school by talking to them about this and sharing relevant books.

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

The childminder meets the requirements of the Early Years Foundation Stage in a satisfactory way. She understands her responsibility to safeguard children and is aware of the action she must take if she has any concerns about a child's welfare. The childminder provides a safe and secure home. She undertakes risk assessments and makes decisions as necessary, about whether to restrict access to certain areas, for instance the garden, because of identified occasional hazards. The childminder maintains required documentation relating to childminding activities appropriately.

The childminder has a good relationship with parents and they are happy with the care their children receive. One parent comments that they have complete trust in the childminder and feel that their children are loved and are 'taught manners and life skills on all levels but are still allowed to be a child in their own right.' The childminder keeps parents informed about their children's care and how they spend their time through an informal exchange of information. However, the childminder has not put in place effective measures to promote a shared approach to supporting children's learning. For instance, she has not shared evidence of her observations of children with parents, so they can be as fully informed as possible and can contribute to planning for the next steps in their children's learning. There are effective measures in place to promote continuity and an exchange of information about children who also receive care and early education in other settings. These include completion of a communication book to which all carers contribute.

The childminder has updated her first aid qualification and has put in place required records that were missing at her last inspection. She has also made some progress in addressing some of the recommendations made at that time, although others still require further attention. The childminder has started to think about how she can enhance outcomes for children. For instance, she is looking at the possibility of taking young children to a toddler group so they have more opportunities to mix with a wider range of children and can develop their social skills. However, overall, the childminder's use of self-evaluation as a tool to drive improvement and plan for how this will be achieved is not sufficiently well developed.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- devise and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (also applies to the voluntary part of the Childcare Register)
- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (also applies to the voluntary part of the Childcare Register)
- make copies of the written statements for safeguarding and complaints available to parents (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register.

## 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>     | 113013      |
| <b>Local authority</b>             | Hampshire   |
| <b>Inspection number</b>           | 813433      |
| <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>  | 13          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 09/08/2011  |
| <b>Telephone number</b>            |             |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

