

<b>Inspection date</b>	19/02/2013
Previous inspection date	10/02/2010

<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**

- The childminder establishes effective partnerships with parents to help ensure she meets children's needs well from the start.
- The childminder encourages children to be kind and respectful. They behave well and are developing good social skills and close friendships with each other.
- The childminder promotes children's health and fitness very well through lots of outdoor play and healthy home cooked meals.
- The childminder gives children plenty of opportunities to be involved in their village community. As a result children are developing a good sense of identity and belonging.

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

- The childminder does not always give younger children sufficient time and equipment to fully investigate the natural resources they find on walks.
- The childminder does not always use partnerships with other early years settings effectively to further promote children's individual learning and development.

## 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 activities and the quality of the childminder's interaction on a country walk and at home.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector looked at the childminder's documentation and discussed her knowledge of the Early Years Foundation Stage requirements.

## Inspector

Bridget Copson

## Full Report

### Information about the setting

The childminder registered in 2000. She lives with her partner, who is also employed as her assistant, and their three children in Wherwell near Andover, Hampshire. The whole of the childminder's house is used for childminding and there is a garden for outside play.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder has 12 children on roll in the early years age group. She also cares for children up to the age of 16. She employs two assistants. The family keeps a pet cat and dog.

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

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

- further improve younger children's understanding of the world by giving them more time and equipment to observe and investigate the natural resources they find on walks
- continue to strengthen partnerships with other early years settings that children attend to encourage them to share more information about children's learning and development.

## Inspection judgements

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

Children are making good progress in all areas of their learning in relation to their starting points. The childminder plans and monitors children's progress successfully in close partnership with parents. She interacts with interest and skill in children's play and adapts activities and plans in response to their interests. The childminder instigates lots of discussion, asks questions, makes suggestions and supports children closely. As a result, children are active, interested and remain involved in their play for long periods. The childminder successfully promotes children's future learning skills in a fun and active home environment. Children learn to manage tasks for themselves, are confident explorers, good communicators and are developing good social skills.

Children are happy and settled, and many have established friendships with one another. They enjoy laughter and share jokes with the childminder, her assistants and other children present. Children are kind and considerate as they help others while also learning

to carry out tasks for themselves. Children confidently communicate their thoughts and needs. The childminder encourages them to talk about what they see, recall past events and use new words they learn. Children are keen to answer the childminder's questions and share their knowledge. For example, they anticipate what they may find under a log on the common and then enthusiastically name the mini-beasts they see.

The childminder provides resources and activities to encourage children to use their imaginations well. Children pretend play with small world toys and changing role play environments. For example, in their pretend hospital, they take turns playing patients, nurses and doctors, while others write down details of injuries which they bandage up. The childminder and her assistants encourage children to move furniture around to make hospital beds and a reception area to extend their imaginations further. Children use their senses to explore different media and materials. They explore moss, mud, water and ice on walks, bake with cookery ingredients and create with dough and paint. The childminder plans lots of outdoor activities to promote children's physical development and health. They walk, run freely in the fresh air, climb, balance and use lots of outdoor physical play equipment, benefiting from the exercise.

The childminder and her assistants take children on walks within the village and surrounding countryside. These give children many experiences to help them learn about the natural world. For example, they feed the ducks on the river and name the 'heron' and 'trout fish' they see. They observe mini-beasts under a magnifying glass and name them. They observe tracks in the mud and plants growing. The childminder and her assistant encourage children to use mathematical language during their explorations. For example, they count bugs, mole hills and prints in the ground, and compare the size of bread pieces and fish they see. The childminder provides older children with greater challenge and encourages them to allow younger children time to answer simpler questions themselves. However on occasion, the childminder does not give all younger children sufficient time or equipment to fully investigate the natural resources they find. These activities also help children learn about respecting the natural environment and how to keep themselves safe when away from the house. The childminder recognises that children are very involved in their local area as they explore the village where most of them live. They point out their own houses, attend regular play clubs, join in Easter egg hunts and attend church events. As a result, children feel a strong sense of identity and belonging. In addition, they play with multi-cultural resources and explore celebrations from around the world. This helps them to learn about diversity and the beliefs of others.

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

The childminder supports children well to settle into her care. She works closely with parents from the start to get to know children. She meets children's care routines and supports them consistently with their potty training, meal times and sleep routines. She also works closely with external health care professionals to ensure children with additional needs are fully included and that their needs met consistently. As a result, she and the children develop warm and trusting relationships. She cares for children in a clean and welcoming home environment. They confidently choose and play with a good range of

toys that they access easily. As a result, children are independent explorers. The childminder has a very positive attitude. She provides children with lots of encouragement and praise to raise their self-esteem and confidence. She and her assistants provide consistent messages for children. As a result, children behave well, show good manners and are kind and respectful young people.

The childminder promotes children's healthy lifestyles very well. Children benefit from her very safe and secure environment and learn to recognise potential hazards to keep themselves safe. Children join in physical exercise and outdoor play with great enthusiasm each day. The childminder teaches them about hygiene using clear routines and they know where to find their own hand and face cloths. The childminder prepares healthy, home-cooked meals and nutritious snacks each day, which children enjoy. The childminder meets each child's dietary requirements sensitively. She makes any specialised meals similar to those she serves to the rest of children. The childminder enables children sit to eat together at sociable meal times and they join in weekly cooking activities. As a result, they are very well nourished and develop a healthy interest in food.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of the correct safeguarding procedures to follow in the event of any concerns. She knows to act on any concerns about children and which authority to contact. The childminder implements clear policies and procedures, including the safe use of mobile phones and cameras in the presence of minded children. She carries out risk assessments and keeps a record of all visitors. This all helps to further promote children's welfare and safety. The childminder ensures her assistants are well-informed of their roles and responsibilities, and attend key training courses to support them in meeting children's needs.

The childminder demonstrates a good commitment to maintain continuous improvements to the quality of her provision. She has completed the Ofsted self-evaluation form which provides extensive examples of how she supports all children in making good progress in the Early Years Foundation Stage. She has made many improvements to her childminding provision since the last inspection and attended additional training. This has had a positive impact on the quality of children's care and learning.

The childminder has established very successful partnerships with parents. She values parents' involvement and seeks it from the start, ensuring she meets children's needs consistently and respects parents' wishes. Parents contribute their views through questionnaires, emails and daily discussion. For example, they value the childminder's 'dedication in working alongside us as parents in nurturing our children as they develop'. They state their children are 'thriving', 'well-adjusted' and get 'very excited' about attending. Some children also attend other early years settings. The childminder has formed links with these settings to monitor children's well-being. However, she does not always consistently gain information about children's individual needs from these settings

to further promote their learning and development.

### **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>	112733
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813429
<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>	16
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/02/2010
<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

