

Inspection date

04/04/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder supports children with special educational needs and/or disabilities effectively and very strong partnerships with outside agencies ensure children's individual needs are successfully met.
- Partnerships with parents are exceptionally strong and the childminder shares and actively encourages the two-way flow of information to ensure she meets individual children's needs.
- The childminder's safeguarding procedures are robust and effective to promote the welfare of all children.
- Exceptionally thorough and accurate assessment of the children's development ensures they continue to make rapid progress in their learning.

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 spent time observing practice and the interaction between the childminder and children.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

The childminder registered in 2012. She is registered to care for children in her parents' home and her sister works alongside as an assistant. The house is situated in a residential area of Lovedean in Waterlooville, Hampshire. Children remain on the ground floor where they have access to a large conservatory/playroom and the sitting room for quieter activities or sleeping; there is a toilet on the ground floor. Children also have access to the dining room and the kitchen. There is a secure garden for outdoor play, which has a patio with steps to the lawn. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently seven children in the early years age group and three older children on roll.

What the setting needs to do to improve further

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

- develop further and embed the systems with other early years settings that children attend, to share all possible 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

All children are making rapid progress towards the early learning goals in relation to their starting points on entry. The childminder has an exceptional understanding of the Statutory Framework for the Early Years Foundation Stage. She implements systems effectively to meet the children's individual needs across all areas. The childminder spends time observing what the children can do and records the information in detail, identifying the children's next learning steps. She uses the information effectively to plan a well-balanced educational programme to reflect the children's needs. The childminder links all observations to Development Matters in the Early Years Foundation Stage. She uses this to accurately monitor children's progress through a range of tracking procedures. This enables her to ensure all children continue to reach their full potential. The childminder gathers a wealth of information from the parents in relation to the children's learning and development starting points and their welfare requirements. This enables the childminder to provide a wide and highly stimulating range of activities and experiences to reflect the children's individual interests and needs from the moment they start. The childminder encourages all children to initiate their own play by providing an extensive choice of activities and well-maintained resources. As a result, children confidently explore their surroundings and express themselves with great ease. All children's learning and

development is fully in line with the expected developmental ranges for their age groups in relation to their starting points. Consequently, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

The childminder has a thoroughly effective daily routine in place to ensure all children know what is going to happen next. Daily routines cover all seven areas of learning in different ways to ensure all children receive rich and varied learning opportunities. For example, children enjoy rhyme time and story time to develop their communication, language and literacy skills. Children practise their physical skills by using equipment and resources at local parks and centres. The childminder organises simple baking activities so the children can use a range of ingredients and explore textures with a purpose. For example, they add the different ingredients and help to mix when making cakes or biscuits. They actively explore cause and effect as different ingredients change the mixture. The childminder counts routinely as the children play, introducing the concept of counting from a very early age. Children have many opportunities to practise early writing skills through using cornflour gloop, making marks in the sand and using a wide range of mark making resources. Children post shapes into shape sorters and the childminder identifies the colours as the children drop them inside. The childminder and her assistant continually talk about shapes, colours and numbers during a wide range of activities, skilfully supporting the children's early development effectively as they learn. The childminder effectively organises time for children to initiate their own play as they explore and investigate their surroundings. In addition, she organises exciting adult-led activities, such as art and craft activities and musical movement. Children thoroughly enjoy copying actions to rhymes and clap their hands when the childminder sings to them, rocking their bodies to the music and squealing with delight. The children and the childminder laugh a lot during their time together, showing that children feel utterly safe and secure in the childminder's care. Children use a range of programmable toys and resources skilfully. They know how to turn the sounds and lights on and off. This promotes children's interest in technology as they realise their own actions have consequences. Children stack cups and place them back inside each other as they explore size and shape. They are able to explore the contents of the resource boxes in their own time and the childminder allows them to investigate each resource fully. The childminder names the items as the children find them, adding to their range of words and developing the children's communication and language skills very well.

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

All children are extremely happy and settled during their time with the childminder. Children form very positive relationships with the childminder, her assistant and other children. They move around the setting freely and with confidence demonstrating high levels of independence and self-esteem. Children settle very quickly when they arrive and are relaxed when it is time for a sleep, dropping off immediately once placed in the cot. This demonstrates how thoroughly safe and secure children feel in the childminder's care. The childminder meets individual children's needs extremely well. She works very closely with parents to ensure children's care routines resemble those at home. Daily diaries and

detailed registration forms are in place and provide a comprehensive written record of every child's needs. The childminder knows the children and their families exceptionally well. This means she promotes their welfare, learning and development successfully in all areas. Children are able to rest and enjoy quiet activities when they are feeling tired and enjoy more physical activities, such as musical movement when they are full of energy. The childminder provides an extensive range of purposeful activities and experiences to occupy and engage all children. As a result they are highly motivated, enthusiastic and successful learners.

All children learn about the importance of keeping themselves safe from an early age. The childminder talks to the children as she straps them in their highchairs for snacks and meals, reassuring them that it is to keep them safe. Children cooperate very well and are highly familiar with the safety routines. The childminder and her assistant practise regular fire drills with the children. They have written evacuation procedures in place and use different exits routes during fire drills. This prepares children for an evacuation as thoroughly as possible. Children fully understand the consistent safety rules. For example, they know it is not safe to climb on the furniture. Children learn about healthy eating through robust daily routines and lively discussion. For example, the childminder talks with all the children about the types of food, which are good for them. Parents of the youngest children have chosen to provide all of the children's snacks and meals. The childminder has shared her policy with them to make absolutely sure that they send food that promotes healthy eating. The childminder provides a wide and enticing range of healthy and nutritious snacks and meals for older children in her care. Parents receive sample menus, and share information with the childminder about their children's likes and dislikes. As a result, food fully reflects children's nutritional needs and enables them to make extremely healthy choices, from things that they like. All children have access to a secure outdoor garden daily for a wide range of outside activities covering all areas of learning. This enables children who learn best outdoors, to flourish and make significant progress.

The childminder implements very clear rules and boundaries consistently. Consequently, all children know what is expected of them. Children are keen and very eager to please and are able to understand simple instructions from an early age. For example, the childminder talks to the children about tidying away the toys before lunch and the children start to put things away. The childminder thanks and praises them all the time, recognising their efforts and achievements. This rapidly develops the children's understanding of right and wrong and their social skills develop extremely well. The childminder and her assistant are both very positive role models and lead by example. For instance, they both say please and thank you to the children and are thoroughly respectful of the children and each other. They share, and take turns with the children demonstrating good social skills as part of the daily routines. The childminder focuses very well on using positive reinforcement to promote positive behaviour and attitudes to learning. As a result, children are all very enthusiastic and keen to learn and achieve. The childminder has made firm links with local schools and works very closely with parents to ensure children's smooth move to school. The childminder is new to childminding, and is developing robust systems to share information with other early years providers. However, the procedures are not fully established so the childminder does not always share all possible information with other settings.

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

Very effective safeguarding procedures are in place to promote the welfare of children. Both the childminder and her assistant have completed safeguarding training. They demonstrate a very clear understanding of the procedures and know how to implement them. The childminder shares the written policies and procedures with all parents to ensure they understand her safeguarding role and responsibilities. All visitors are required to sign in the visitor's book. As a result the childminder maintains an accurate record of everyone coming into contact with the children. This demonstrates her focused and extensive commitment to promoting children's safety. Comprehensive written risk assessments are in place and cover all areas used by the children, including outings. The childminder reviews the risk assessments regularly to ensure that children are constantly kept safe. They all enjoy using a safe and secure learning environment. The childminder implements extremely robust recruitment and vetting procedures to ensure all adults are suitable to work with children.

The childminder carries out highly focused self-evaluation to identify areas for development through continual assessment and monitoring. Since starting childminding, she has reviewed and adapted the planning system to ensure she captures all children's individual needs and caters for the children's individual learning styles. The childminder has also changed how she organises some activities following thorough evaluation, to ensure they absolutely reflect the age and stage of the children taking part. The childminder ensures parents participate in the evaluation of the setting through discussion, the children's daily diaries, their learning journeys and parent's questionnaires. She spends much time talking with older children about their favourite activities and other things they would like the childminder to introduce. The childminder has completed several training courses since registering as a childminder to further develop her professional skills. The childminder has an ongoing action plan with clearly defined targets and deadlines to drive rapid improvement across the setting, demonstrating an excellent capacity to improve outcomes for children.

All children benefit greatly from the very close working partnerships and open communication between the childminder and their parents. Parents are able to talk to the childminder at anytime and they receive detailed daily diaries with records of the day's events. Parents are able to make written contributions to their children's records at any time and they receive regular written progress reports. All parents comment very positively on the childminder's practice. They are thrilled with the progress their children have made since starting with the childminder. The childminder works very hard with parents and outside agencies to ensure individual support is in place for children with special educational needs and/or disabilities. As a result, this means all children can reach their full potential.

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	EY450912
Local authority	Hampshire
Inspection number	886784
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

