

<b>Inspection date</b>	12/04/2013
Previous inspection date	22/07/2009

<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**

- Children are cared for in a nurturing environment. They are happy and form close bonds and emotional attachments with the childminder.
- The childminder works closely with parents to develop a united approach to children's learning and development, so children receive consistent help and guidance.

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

- Children lack some opportunities to engage in uninterrupted play to use their imagination and be independent because the childminder over directs some activities.
- The children do not always have access to a range of suitable furniture to support their independent play and exploration.
- The childminder helps children to learn about differences in people but they do not always have the opportunity to investigate their own features to develop self-awareness.

## 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 sampled children's assessment records, planning documentation and a range of other documentation and policies including the safeguarding procedures.
- The inspector observed play activities with the children in the dining room, lounge and kitchen.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written letters prepared for the inspection.

## Inspector

Maria Lumley

## Full Report

### Information about the setting

The childminder registered in 1994. She lives in Andover in Hampshire with her husband and adult family member. Childminding activities take place on the ground floor, with the master bedroom available for children who need to sleep. There is a garden available for children to enjoy outside play in. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years age range.

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

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

- provide children with uninterrupted time to play and explore without taking over or directing.

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

- arrange indoor resources such as furniture to enable children to have more choices in their play and exploration
- provide opportunities for babies to develop self-confidence and self-awareness; for example, by placing mirrors where babies can see their own reflection and talk to them about what they see.

## Inspection judgements

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

The childminder supports parents to complete 'All about me' forms, sharing information about their children's stage of development and any welfare needs. These provide her with a clear starting point for each child's learning, enabling her to plan appropriate activities from their first day. The childminder completes regular observations to track children's progress and identify their next steps for learning. Her observation records clearly show the children's level of development against the areas of learning. Every six months she prepares a development summary of the children's achievements and shares this with parents. This helps them remain informed about the progress their children are making and areas for development. The childminder is aware of the requirement to carry out a written assessment on children between the ages of two and three years. She

completes these in consultation with parents.

Children enjoy story times; they sit comfortably beside the childminder and are fully involved as they help to turn the pages. They listen attentively as the childminder reads the stories. She paces them slowly enabling children time to fully engage and learn how print carries meaning. She introduces new words such as 'worms' and young children attempt to repeat these words, building their vocabulary. Children develop their small muscle control and creativity as they play with dough. They excitedly pick up the dough and start to explore it in their hands. However, this activity is at times, over directed by the childminder. She rolls and cuts the dough, preventing children from having the freedom to choose how they want to use it and develop small muscle skills through play and exploration.

Children show appropriate levels of concentration as they construct train tracks. With guidance from the childminder they successfully create a loop on which they wheel vehicles. The childminder extends this activity by placing toys under some parts of the track, creating hills for the child to explore speed. They release cars from the top of the ramps and giggle as they watch them move down fast. Young children learn about simple mathematics during every day activities, such as counting 'one, two' as the childminder undoes poppers on their clothing.

Children develop a sense of belonging as they look at photograph albums of current and past children the childminder has cared for. They point excitedly to themselves and their friends. The childminder uses these photographs as a stimulating resource to talk to the children about different hair and skin colours. However, there are no mirrors for children to study their reflections and gain self-awareness to extend this activity and their learning further. Children enjoy music sessions and operate the electronic keyboard, pressing the keys to activate different notes, to express their creativity. They experiment with the microphone, shouting and blowing into it to produce different sounds at different volumes.

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

Children are happy and content and enjoy their time with the childminder. She is sensitive and caring and fully supports children in forming strong and secure emotional attachments. This provides a foundation for their personal, social and emotional development. They reach out to the childminder for cuddles and she is quick to respond to their emotional needs, helping them feel secure. Children learn to be independent from an early age as they select from the range of activities and resources on offer. Most are stored at low level so children can make independent choices. However, they are unable to choose whether to sit or stand at the table when doing activities such as play dough because the chairs are stored in the shed.

The childminder helps children to socialise and understand and respect the feelings of others, through clear explanations of how to take turns and share. She introduces books about feelings and behaviour and organises games such as lotto where the children have to wait their turn. Regular visits to various groups in the local community give children

opportunities to socialise with children and adults away from the childminder's home.

The childminder promotes children's awareness of appropriate hygiene routines through her implementation of policies and procedures. Children benefit from regular fresh air and exercise and the childminder appropriately tends to their personal care needs to promote their physical and emotional well-being. Young children grasp and manipulate pens and crayons to make marks and develop their fine muscle skills. They visit local parks and makes good use of the outdoor toys in the garden to develop large muscle control. The childminder has introduced a blow ball for children to use indoors to support their physical skills. Children show control as they kick, throw and catch the ball giggling with enjoyment as they play. Children benefit from eating healthy snacks and meals. They begin to learn about healthy foods as they plant, grow and eat carrots and tomatoes.

The childminder keeps children safe in the indoor and outside environments. They take part in regular fire evacuation procedures so they become familiar with how to behave in an emergency. The childminder provides books about the work of fire and police officers to raise children's awareness of keeping safe. In addition, the childminder teaches the children about safety during small world play. They use the car mat and move the play figures and vehicles along the roads and pavements, learning about safe ways to cross roads. Children are well prepared for their move to the next stage in their learning or the move to school.

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

The childminder has an understanding of her responsibility to meet the learning and development requirements. Her clear recording of observations enables her to see if there are any gaps in children's achievements. She incorporates these into her planning system to help children make progress in their learning and development. The childminder has a sound understanding of meeting the safeguarding and welfare requirements. Required records are in place, including clear accident and attendance records. She has good systems in place to minimise risk to the children, which include the use of risk assessments for outings and visits. The childminder shares the complaints procedure with parents to make sure they are well informed about her practice and responsibilities. An appropriate safeguarding policy and procedure is in place. The childminder fully understands her responsibility to report any concerns about the welfare of the children in her care and has reference information readily available to use as needed.

The childminder has developed successful relationships with parents. She shares good quality information with them including detailed daily diaries. Written comments evidence their positive views on the care provided and include 'feels safe and secure' and 'totally trust her care and guidance'. The childminder has systems to evaluate her provision and gains the views of parents via questionnaires. In addition she completes a written self-evaluation form, which supports her in identifying her strengths and areas for development to improve outcomes for children.

### **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>	111776
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	816999
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/07/2009
<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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