

Inspection date

Previous inspection date

23/04/2013

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 provides a caring and interesting environment where children follow familiar routines enabling them to feel safe and secure.
- Parents are very complimentary about the warm welcome the childminder provides and the progress children make in her care.
- The childminder has good systems in place to promote children's safety and well being.
- Children undertake a broad variety of activities both in the home and in the local community, which helps to increase their skills in all aspects of their development.

It is not yet outstanding because

- Children do not have sufficient opportunities to see labels and their names in lower case letters to increase their awareness and recognition of the written word.
- Children do not have sufficient opportunities to develop their early writing skills independently.

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 premises and resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read the providers self assessment.

Inspector

Lynne Lewington

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and two children in Hook, Hampshire. The children have access to the ground floor of the property for play and bedrooms for rest. There is a secure garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She offers overnight care. There are currently three early years children on roll. The childminder visits activities in the local community and can take and collect children from the local school and preschool. The family has two pet cats.

What the setting needs to do to improve further

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

- create an environment rich in print, where children can see their names and labels in lower case letters
- provide easily accessible resources that support children's early writing development, so that they can explore their use both indoors and outside.

Inspection judgements

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

The childminder demonstrates a good understanding of how children learn and develop. Consequently, children make good progress in her care. She offers a broad variety of enjoyable and worthwhile activities both inside and outside. Individual learning journals containing observations, photographs, development charts and parental comments that all assist the childminder in planning appropriate activities for each child. The childminder involves parents and the preschool in contributing to the development record. This helps to ensure that they are all working consistently together.

The childminder clearly understands the importance of promoting young children's personal, social and emotional, communication and language and physical skills through a variety of play experiences. Children enjoy playing in the garden and outings to local parks, soft play areas, and toddler groups where they develop their social skills and learn to share and take turns. The outdoor environment is attractively set out and well prepared for the children attending. The childminder knows what the children like and how to incorporate this into the activities on offer. For example, young children who like climbing

use the small climbing frame and slides with increasing confidence and independence under the watchful eye of the childminder. Sand and water activities encourage children to experiment with textures and develop skills of pouring and filling containers. The childminder uses these activities to encourage language development. She provides a narrative, listens attentively and extends language by using the words children say in sentences. The childminder also skilfully uses mathematical language in her conversations with children. For example as the children stack cotton reels, the childminder refers to 'on top' and 'on the bottom'. This helps children to develop their awareness of positional language.

Children enjoy listening to a story as they sit close to the childminder and look at the pictures in the book. She encourages children to talk about what they can see in the pictures. Children listen attentively and participate in songs and finger rhymes, increasing the use of language, their abilities to recall the words and awareness of numbers as they count in the songs. Good quality fact and fiction books are attractively displayed to encourage children to use them. This helps children to recognise the importance of the written word. However, children do not have opportunities to see labels or their names in lower case letters to encourage early reading skills. Children do have opportunities to use resources to develop their early writing skills however, these resources are not readily available for children to access independently indoors or outside.

Children enjoy role play activities. For example, a shopping trolley and a variety of pretend food inspires children's role play. The childminder follows the children's lead and participates in the play extending opportunities to count and use language as they play. Children use a good variety of art and craft resources creating their own pictures and models. Understanding of the world is actively encouraged through discussions about the weather and the natural environment. Children wrap up warm and play in the snow, and the childminder talks to them about why they need to wear a sun hat in the sunshine. The children visit nature parks and feed the animals inspiring conversations about animals. These experiences are supported by the use of books and small world resources.

The childminder gathers comprehensive information from parents about children's interests and abilities when they join her service. This helps her to understand the individual child and offer activities and experiences at a level relevant to their abilities. Ongoing discussions and high quality development summaries include comments from parents and preschool. This helps the childminder to form accurate assessments of progress.

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

The childminder promotes the well-being of children very effectively at all times. She ensures that children follow familiar routines, which help them to feel confident and secure in her care. The childminder clearly understands the importance of ensuring children have sufficient opportunities for physical activity, stimulating activities and rest times each day. She also ensures that they have regular nutritious food and drink to promote healthy development. This all helps children to feel comfortable and happy when

they are with her. Children learn to be independent in their self care through gentle encouragement and positive role modelling.

The childminder organises the play space very well, it is attractive and encourages learning. Resources are stored attractively so that children can easily and independently select what they want to play with. The childminder is safety conscious and takes appropriate steps to manage risks relevant to children's abilities and understanding. Children learn about safe behaviours through gentle reminders, role play and stories. They talk and learn about road safety on outings and learn to evacuate the premises swiftly in an emergency.

The childminder is very knowledgeable about the individual needs of children in her care because she gathers comprehensive information from parents. She talks to parent's every day, sharing information about their child's experiences and achievements. This knowledge enables the childminder to plan and manage children's care in a sensitive and age appropriate way. She is patient, calm and consistent in her actions and expectations. This helps children to learn right from wrong in a caring and supportive environment. The children's behaviour is good. The childminder effectively supports children to become self confident learners. She is consistent in her expectations and praises the children meaningfully for their kind or helpful gestures. A star reward, accompanied by a short explanation of what they have done well reinforces children's awareness of positive behaviour. She encourages awareness of feelings as children play. For example, as they play doctors she talks about the baby feeling sad because he is not well. The childminder is also alert to the children's moods and identifies when they are looking tired or feeling sad. This helps the children to recognise and identify their own feelings.

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

The childminder is effectively monitoring the service she offers. Her well established system for monitoring progress indicates that children are developing well in her care. The childminder is knowledgeable about the safeguarding and welfare requirements of the Early Years Foundation Stage. All the required records are maintained in an up to date confidential and professional manner. The childminder is confidently aware of the action she must take if she is concerned about a child in her care. Information about safeguarding is displayed for parents to see and a safeguarding policy is in place clearly identifying the childminders safeguarding role.

The childminder is proactive in developing positive working relationships with other providers. For example, she has good links with the preschool children attend. Parents agree to the sharing of information and are kept well informed in a three-way information sharing system. This means that continuity of care and learning is promoted effectively. This positive and open way of working also helps to promote positive transitions to school. The childminder recognises the importance of working with parents and liaising with other agencies to support children with special educational needs and /or disabilities.

The childminder encourages good relationships with parents. She shares information on a daily basis and parents can view their children's records when they wish. She genuinely values parent's knowledge of their children and recognises each child as an individual. The childminder observes and monitors children's progress; takes photographs of them undertaking their activities and plans appropriate next steps for their learning. She shares her observations with parents and encourages parents to share information about their child's experiences, activities and interests. This enables them to work effectively as partners for the benefit of the child.

The childminder has reflected on her service and identified aspects that she would like to develop, which will enhance the provision for children. She makes use of Early Years training opportunities and is currently enhancing her knowledge and skills through a level three home-based childcare course.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY452302
Local authority	Hampshire
Inspection number	889348
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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