

<b>Inspection date</b>	30/04/2013
Previous inspection date	02/02/2009

<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**

- Children are cared for in a safe environment where they can explore freely and develop independence.
- The childminder prepares interesting and exciting activities that engage the children.
- The childminder has a good understanding about the children's individual development and next stages in learning. This good understanding enables her to help children to reach their full potential in readiness for school.
- Children make secure attachments with the childminder. This helps them to confidently engage in learning through play.

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

- the childminder has not fully established communications with other early years providers, which means a shared understanding about children's learning and progress is not fully achieved
- the childminder does not provide a full range of writing and computer resources to enable children to explore early writing skills alongside their everyday play.

## 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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the childminder's self evaluation and improvement plan.
- The inspector observed activities within the downstairs areas of the home and within the garden area.
- The inspector checked evidence of suitability and qualifications of those working or living at the early years provision.

## Inspector

Heidi Abernethy

## Full Report

### Information about the setting

The childminder registered in 2000. She lives with her husband and two children. They live in a house in a residential area of Gosport, Hampshire. The ground floor area of the home is used for childminding and there is a fully enclosed rear garden area available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She offers care each weekday. There are eight children on roll, of which three are in the early years age range. The family have a pet dog.

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

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

- strengthen opportunities for children to explore emergent writing through providing mark making materials alongside their everyday play and by providing further opportunities to explore computer equipment to make marks and letters
- strengthen communications with other early years providers to promote a regular flow of information regarding children's learning, shared both ways to fully achieve consistency for the children.

## Inspection judgements

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

The childminder demonstrates a secure understanding about the requirements of the Early Years Foundation Stage. She has a good understanding about the children's current and next stages in learning. This good understanding ensures that she is able to meet the individual needs of all the children and help them progress. The childminder has a secure understanding of the two-year check. She has been proactive in researching guidelines on how to complete these to ensure that she is fully knowledgeable about what should be included and who to involve. The childminder communicates with parents about the things they are doing on a daily basis. This ensures that parents are able to continue to support their child's learning at home.

The childminder knows the children and their interests well. For example, she is fully aware that the children are interested in digging and planting, and plans activities to extend the children's learning. For example, she takes children on regular visits to the local library and encourages them to independently talk to and ask the librarian where

they can find books about planting. This good encouragement from the childminder helps children to become confident communicators and learn how to speak appropriately to people within their environment. The childminder provides children with the space and time to explore different gardening tools as they dig holes and plant their sunflowers. She skilfully extends the children's learning by asking open questions about how many sunflowers they have planted in each pot and how many they have altogether. Again, children are provided with the time to think and respond and successfully identify the correct amount. Positive praise and encouragement is given by the childminder, which in turn boosts children's self esteem and confidence. This in turn prepares children well for school and the future.

Children have fun as they explore magnets and the childminder sits close supporting their play well. The childminder asks good open questions to encourage children to predict and solve problems about what things they think will stick to their magnets. Children are given lots of thinking time and space to engage with hands-on learning as they use trial and error to discover which objects stick and which do not. Children successfully identify that the metal saucepan sticks to their magnets and excitedly inform the childminder. These good learning experiences prepare children well for school and the future.

The childminder supports children with writing their own names and offers praise as children sound out letter sounds well. However, children are not provided with a variety of writing resources alongside their everyday play to help them learn that print is for a purpose. In addition, opportunities for children to access and develop computer skills are not fully promoted.

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

Children are safe and happy within the childminder's care. Young children are able to sleep where they feel most comfortable such as in a cot or in a buggy whilst out on a walk. Older children respond well to the childminder's positive interactions and seek out her support during activities. For example, they ask the childminder to help them find the matching pictures when playing a board game. The childminder obtains good information at the outset from parents regarding children's routines, home lives and starting points. This enables the childminder to create a smooth transition from the home to her provision.

The childminder organises her environment well. Children are able to move freely between the downstairs rooms and have regular opportunities to play in the garden. The childminder has organised her resources at child height and labelled them with the written word and visual pictures. This enables children to independently access the resources and make choices about what they would like to play with.

Children demonstrate good behaviour and share and take turns well. The childminder gently reminds the children of the ground rules. She talks to children about why it is important not to stand on their chairs as they may fall and hurt themselves. This good explanation from the childminder teaches children to understand safety and provides them with the knowledge of how to manage their own safety in the future. The childminder

provides children with opportunities to master new skills and take safe risks under her close supervision. For example, she offers words of encouragement as children climb the steps leading up to the wooden house in the garden. These good hands-on opportunities provide children with new skills in readiness for school and the future.

Children enjoy exercising and running around the childminder's garden. The childminder uses good teaching methods as she encourages the children to stop and feel their heart beats. She extends their learning by talking to them about how exercising their muscles make their bodies stronger.

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

The childminder has a secure knowledge of how young children develop and progress. She uses the Development Matters in the Early Years Foundation Stage document to help her plan for children's next stages in learning. The childminder has a good understanding about the safeguarding and welfare requirements. She has a secure knowledge about safeguarding procedures to protect children in her care. Good risk assessments are in place ensuring hazards are minimised and children are kept safe. The childminder has all required documentation in place. She shares this information with parents to ensure that they are kept well informed about her provision and current legislation.

The childminder has monitoring systems in place to help her review and assess her provision and practice. She provides parents with questionnaires and speaks to them verbally to obtain their opinions and any suggestions for improvements. The childminder actively listens to the children's views and provides children with resources she knows they are interested in. For example sunflowers to plant because they are interested in the outdoors and digging.

The childminder communicates with parents on a daily basis to ensure that they are well informed about their child's individual needs. Parents with young children are provided with a two way diary system to ensure that a shared understanding is obtained about the children's routine. This good sharing of information ensures consistency is achieved for the children. Parents are happy with the childminding provision. They state in written comments that the childminder is very easy to talk to and how their children are cared for in a good, family learning environment.

The childminder has established links with other early years providers and discusses the children's individual care needs. She records all information about the children and ensures that parents are informed of any accidents occurring to the children whilst at the other settings. This sharing of information ensures that parents are generally kept well informed. However, the childminder has not fully developed a two-way flow of information with these providers regarding the children's individual learning. This results in consistency not being fully achieved for the 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>	151000
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	843191
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/02/2009
<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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