

Inspection date	10/06/2013
Previous inspection date	28/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 demonstrates an excellent understanding of child development and uses this information extremely well to challenge and stimulate the children.
- Excellent observation, tracking and assessment systems are exceptionally well used by the childminder to ensure all children are highly challenged and reach their full potential.
- The childminder creates wonderful props to capture children's interests and imaginations as they look at and listen to favourite stories.
- The childminder has attended extensive training courses since the last inspection extending her expertise and understanding. This ensures outcomes for the children are greatly improved.

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 within the childminder's home and the outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers from written documentation and from information included in the parent surveys.

Inspector

Heidi Abernethy

Full Report

Information about the setting

This childminder registered in 2000. The childminder lives with her husband and their three children in a semi-detached house in a residential area of Fareham. The home is within walking distance of the local school, pre-school, shops and parks. All areas of the house are used for childminding and accessible, although it is the childminder's usual practice to use the first floor for resting and sleeping children and the ground floor for play. There is a fully enclosed garden available for outside play. She is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The childminder has 12 children on roll, of whom 10 are in the early years age range. The childminder works alongside her co-childminder. The childminder is in receipt of early years funding for three and four year olds. The childminder has a level 3 qualification. 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:

- enhance the organisation of the environment to provide children with further opportunities to choose what they would like to do.

Inspection judgements

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

Children are thriving and achieving their full potential under the care of the extremely knowledgeable and inspirational childminder. She has an excellent understanding of how children develop and learn. She has a very good knowledge of each child's care and learning needs, ensuring all children achieve their full potential. The childminder works exceptionally well alongside her co-childminder to ensure high quality assessment systems are in place. These excellent systems enable the childminder to plan highly stimulating and rich experiences for all the children.

Babies and young children are provided with extensive learning opportunities through high quality sensory experiences. Babies relish crawling around the grassed lawn and are given the space and time by the childminder to master new skills as they independently move themselves into the large tray of soil. They show fascination on their faces as they feel the soil with their hands and their feet. Older children have a wonderful time using bug magnifiers to search for different bugs and insects. The childminder is highly qualified and skilfully uses these opportunities to extend children's learning. For example, she asks open questions about the names of the different bugs and encourages children to talk about

what they see. Their learning is further extended about other living things as they are wholly involved with nurturing caterpillars within an enclosure. They excitedly inform the inspector that the caterpillars will grow into butterflies. The childminder skilfully extends this learning even further by creating wonderful props for children to use alongside a favourite story involving a caterpillar who eventually turns into a colourful butterfly. These props provide lots of fun and capture the children's interest helping to consolidate their understanding about the life cycle of a butterfly.

The childminder knows the children's interests exceptionally well. She expertly uses this knowledge to enable her to follow what the children choose to play with while extending their learning extremely well at the same time. For example, she recognises children are very interested in imaginary play and enjoy role-playing shopping scenarios. The childminder organises the environment very well providing children with shopping trolleys, tills and real tins and packets of food. She applies her excellent knowledge of how children learn and develop extremely well to ensure all children make rapid progress. For example, children enjoy playing with the toy coins and the childminder encourages them to count how many coins they have. Learning is extended further for older children as the childminder skilfully asks open questions about what numbers are written on the different coins. Children are given lots of thinking time to look at the numbers and successfully identify many of the written numerals. Lots of praise and encouragement is given for children's excellent number recognition which in turn greatly boosts children's self esteem and confidence, preparing children very well for school.

Babies and young children thoroughly enjoy exploring the bubble sticks and watching the different shaped bubbles rise in the air from the bubble machine. They excitedly point and babble at what they see and the childminder responds to the babbles by repeating them back to the children. In addition, the childminder introduces new language to the young children such as 'big' and 'small'. This excellent interaction exposes young children to new language and develops their understanding of early communication. This in turn prepares young children exceptionally well for their next stages in learning.

Parents are highly encouraged to be involved with their children's learning. Excellent daily verbal feedback is provided and is supported exceptionally well with written information recorded in the children's daily diaries. The childminder shares extremely comprehensive information with parents about their children's learning and development. Parents are offered extensive opportunities to contribute their knowledge of their child. This excellent sharing of information ensures consistency is fully achieved and parents are able to continue learning at home. The childminder has an excellent understanding of the two year assessment check and uses her extremely detailed assessments to conduct these. The assessments are shared very well with parents ensuring they are fully involved with their child's learning.

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

Children are extremely happy in the childminder's home. The childminder works hard to build extremely strong emotional bonds and trusting relationships with all the children.

This excellent relationship helps to highly promote children's self esteem and confidence, preparing them exceptionally well for their next stages in learning. The childminder has an excellent understanding of the needs of the babies and children. For example, she recognises when babies are becoming tired, provides them with nurturing cuddles and settles them to sleep where they feel most comfortable. The childminder is extremely vigilant to the safety of the children and checks sleeping babies and children on a very regular basis.

The childminder and her co-childminder effectively provide children with an extensive range of resources to promote all areas of learning. However, some resources are not always on display to enable children to always freely choose when they would like to engage and interact with specific activities. Children are provided with excellent opportunities to move freely between the inside and outside areas. The childminder has effectively organised comfy areas with cushions and blankets both inside and outside. This excellent organisation enables children the space to rest and relax as they explore stimulating and fun treasure baskets and a wide selection of books.

Children demonstrate excellent behaviour and play exceptionally well alongside each other. They demonstrate kindness to their peers and show very good turn-taking skills as they interact with the resources. Children thoroughly enjoy outings to the local pond where they feed the ducks or catch fish in their nets. They demonstrate an excellent understanding of keeping themselves safe informing the inspector that they must be careful when near the pond because they do not want to fall in. Staff interact extremely well with children at their level, asking open questions about why safety rules are in place. For example, staff talk to children about the safety rules asking them how many children can go on the trampoline at one time. Children are given the thinking time to respond and recognise that only a couple of children can bounce at one time to ensure they do not bang into each other. The excellent use of ground rules are extremely effective in supporting children's growing understanding of how to behave in order to keep themselves and those around them safe.

Children are highly involved with caring for their own environment and helping to set up the picnic area ready for lunch. Their independence is extremely well fostered as they find their own lunchboxes and select their own food from these and put them onto their plates. The childminder sits alongside the children serving as an excellent role model as she eats her lunch. She actively talks to the children about the names of the food in their lunchboxes and about the healthy benefits of these. Children have a wonderful time in the garden planting and growing an extensive range of fruit and vegetables. They excitedly point out the potato plants they have grown and inform the inspector that these need sun and water to help them grow. Children thoroughly enjoy outings to the local farm where they help to pick blackberries and take these back to the childminder's home. They have great fun crushing the blackberries, adding yogurt to form a mixture to freeze to make wonderful, nutritional ice lollies. These fun learning experiences provide children with the understanding of where fruit and vegetables come from and about the nutritional benefits of these.

The childminder is extremely dedicated to supporting each child's individual development to ensure they make rapid progress and are extremely well prepared for school. She

provides children with extensive opportunities to enhance their independence and master new skills. For example, children are highly encouraged to practise and refine their self care skills such as putting on their own shoes and coat. Children are rewarded with lots of praise for their excellent achievements. These words of encouragement by the childminder highly promote the children's self confidence in readiness for school and the future.

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

The childminder has an excellent understanding of both the learning and development and safeguarding and welfare requirements. She and her co-childminder are extremely dedicated in providing the best possible care and learning experiences for the children and implement the framework highly successfully. The childminder is very focused and seeks to continually improve and achieve the highest levels of achievement for all children within her provision.

The childminder has a very secure knowledge of safeguarding procedures. She attends regular training to ensure she keeps abreast of current legislation and procedures. Extremely robust risk assessments are in place to ensure all risks are promptly identified and minimised for the children.

The childminder and her co-childminder have created a high quality reflective practice document to enable them to identify the provisions strengths and areas for development. They provide parents and children with excellent questionnaires and skilfully use the information from these to help them plan for future improvements. This means that any changes respond very well to the needs of children and their parents. The childminder attends extremely regular childcare training days to ensure she is continually updating and enhancing her knowledge.

Children's individual needs are exceptionally well identified through highly effective partnerships with parents and working extremely well alongside other early years providers. Partnerships with parents are very robust. Monthly newsletters are provided to parents to ensure they are kept up-to-date with important information and about the general life of the provision. An extremely well resourced notice board enables parents to access leaflets and information relating to young children and events taking place in the area. Parents speak very highly of the childminding provision stating it provides their children with a high level of care and learning.

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	150849
Local authority	Hampshire
Inspection number	843186
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	28/01/2009
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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