

Inspection date

Previous inspection date

16/05/2013

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 fun, happy and welcoming environment for the children where they make good progress in all areas of their learning and development.
- The childminder develops positive working relationships with parents and others involved in children's care.
- The childminder plans activities taking into account children's current interests and finding innovative ways to encourage all areas of learning.
- Children are confident and relate well to the childminder who listens attentively and extends their language well.

It is not yet outstanding because

- The garden is used less effectively than other areas of the childminder's home to encourage the children's interests and play.
- The childminder does not encourage children's literacy as well as possible, missing some opportunities for them to understand that text carries meaning.

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 at play with the childminder.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read the provider's self-evaluation document.

Inspector

Lynne Lewington

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and child in a two bedroom ground floor flat in Brighton Hill. The children have access to all the property except the master bedroom. A garden is available for outdoor activities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age range. The childminder can collect and take children to a local school and preschool.

What the setting needs to do to improve further

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

- provide labelling to encourage children's opportunities to see and recognise the written word
- enhance children's learning experiences when outside.

Inspection judgements

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

Children make good progress in all areas of their learning and development in the childminder's care. She is enthusiastic in her role and plans and encourages development very well. The childminder ensures she understands children's individual needs well through her good communication with parents and her own observations of the children at play. She talks and listens to the children attentively and uses their interests to plan interesting experiences and activities. For example, children's interest in ducks leads to a variety of activities. This includes an outing to feed the ducks, learning songs about ducks, water play with a variety of different sized ducks, discussion about what ducks eat, feathers, feet and swimming. The water play with plastic ducks provides an opportunity to teach children about size, similarities and differences. This simple activity encourages the children to develop early mathematical skills and also introduces simple technology. Children enjoy role-play opportunities, which the childminder actively encourages by helping them to make props to enhance their play. For example, children re-enact a recent outing making tickets, arranging seating and dressing up. This provides opportunities to use creative skills, recall events, use number knowledge and talk about their ideas and plans. The childminder takes children on many outings in the local community. They visit

soft play areas, parks, the library and the theatre. The childminder is receptive to the children's ideas. For example, an interest in buses leads to an outing on the bus. All these experiences encourage development well, as the childminder encourages the children to talk about and recall their experiences. The childminder reads to the children and they have opportunities to use crayons and pens as they begin to learn about writing. However, children do not have many opportunities to see the written word in the form of labels, on the toy boxes or name labels, for example. The childminder is very musical and has a variety of instruments including a violin and a piano. Children enjoy opportunities to hear the childminder play and to experience playing the instruments themselves. She encourages children to recognise the pattern in music as they clap and sing. Action songs and rhymes help to encourage the children's language and memory skills.

The childminder observes the children at play and as a result, plans activities that she knows will encourage their interests and development. The records and charts that she keeps on children contain useful information about their development and indicate clearly at a glance the stages children have achieved. Photographs and written observations provide valuable evidence of each child's progress. This helps the childminder to plan activities at an appropriate level for individual children to help them to continue to make good progress.

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

Children's well-being is the focus of the childminder's work. She is a calm and patient role model to the children. Children learn to recognise their feelings and consider the feelings of others through their play and activities. The childminder ensures parents and children understand the house rules. She is kind but consistent in her expectations enabling children to learn right from wrong. Consequently, children feel happy and safe in her care because they know the boundaries.

The childminder encourages children to think about safe behaviour. For example, on their outings, they talk and practice good road safety routines and they learn what to do if they hear the fire alarm. They learn to use scissors and utensils with care in their activities. Children learn about healthy eating through their activities and conversations. The childminder encourages children to have frequent drinks and explains to children the importance of this. Daily walks, and visits to the park or local soft play areas provide good opportunities for encouraging physical development.

Independence is encouraged well. Children demonstrate increasing independence as they attend to their own toileting and hygiene needs competently. They show increasing skill at dressing and undressing themselves as they play with the dressing up clothes. The childminder is patient and praises them meaningfully for their efforts. This encourages positive self-esteem and confidence.

The childminder provides a well-resourced and attractive welcoming environment for the children. She makes very good use of the space available. However, the childminder misses opportunities to use her garden to enhance the children's learning opportunities, to

teach them about nature and wildlife, for example. The childminder recognises the importance of preparing children for changes in their care and education. She talks to them about forthcoming changes, arranges visits, games and activities, which help them to understand and become accustomed to the changes.

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

Leadership and management is good because the childminder provides the children with a variety of well planned experiences relevant to their individual interests and abilities. This careful, knowledgeable planning is helping to ensure they make good progress. The childminder works proactively with parents and others involved in children's care and learning to ensure they work constructively together. She shares the children's records with parents and encourages them to share their knowledge of their child.

The childminder demonstrates a good knowledge of safeguarding. She is able to identify signs and symptoms and explain the action she would take if she is concerned about a child's welfare. Local safeguarding information is clearly displayed in the hallway, acting as a reminder to the childminder and parents of everyone's role in protecting children. Children are always in the childminder's care and systems are in place to ensure she is always aware of who will collect them. The childminder undertakes regular risk assessments and recognises the importance of adapting these as children develop their skills. She fully understands the requirements of her registration and keeps good records to evidence that she meets these.

Careful self-evaluation has enabled the childminder to consider all aspects of her service and plan improvements. She has sought parents opinions of her service and is always open to their ideas. Her current plans include developing her knowledge and skills through completing a Home Childcare course at level 3, which she is currently enrolled on. She has set realistic time scales to work towards, which indicate she will continuously develop the quality of the service she is offering.

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	EY450617
Local authority	Hampshire
Inspection number	893819
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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

