

Inspection date

Previous inspection date

20/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Children make outstanding progress as a result of the childminder's awareness of precise assessment and planning for all children.
- The indoor and outdoor environments are rich with opportunities for learning allowing children to explore, investigate and develop considerable confidence as learners.
- Children feel very safe and secure in this extremely warm and welcoming environment. The highly effective key person system enables them to form secure attachments and helps them to gain high levels of confidence and self-esteem.
- Excellent partnerships with parents and other professionals ensure that children's individual needs are recognised and given the utmost priority.
- The childminder's reflective practice enables her to maintain her high standards and to continually extend her practice.

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 majority of inspection time was spent with the childminder and her co-minders observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and samples of policies and other records, were checked.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2012 but has been working for five years as an assistant at this address. She works with two other registered childminders and minds from her co-childminder's house. The co-childminder's partner and three older, school age children live at the property. The co-minder's partner and her daughter are also registered as assistants. Currently they are caring for 14 children between them. All three childminders have equal responsibility for the childminding practice, although the childminder currently takes the lead on a behaviour management and the management of medication. One assistant is trained in food safety and takes responsibility for food preparation and occasional supervision of the children. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is a member of an approved childminding network and currently provides funding for the provision of free early education to children aged two, three and four years.

The setting is managed over two floors of the home. Children have access to a playroom, sleep area and toilet facilities on the ground floor; they have access to an astro-turf and decked outdoor play area. The utility and small kitchen area is also located on the ground floor. The first floor provides children with an additional play area and is used for sleeping purposes after lunch. A kitchen and toilet is also located on this floor. There is a pet dog and two cats at the childminding premises.

What the setting needs to do to improve further

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

- provide further opportunities for children to view their name in a variety of prints to support their move to school.

Inspection judgements

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

Children are thriving and making exceptional progress in their learning and development due to the highly skilled and motivated childminder. She has an excellent knowledge of the Early Years Foundation Stage and is extremely effective in planning imaginative and exciting activities for children. Planning is clearly based on children's individual needs and interests, and detailed and accurate observations are completed to inform assessments. Information is used exceptionally well to inform future planning, at an individual and group level and leads to clear identification of each child's next steps of development. As a result, the childminder ensures the children are developing in every area of learning and

at a steady rate that is appropriate given their age and stage of development.

Children are curious, inquisitive and very absorbed in their learning. The provision of a wide range of very interesting and challenging activities is designed to stimulate individual young minds. The experienced childminder has an excellent knowledge of how young children learn through play. The learning environment continually challenges children, which contributes to their motivation to learn and their growing confidence and independence. Children are very enthusiastic learners and explorers, showing a high level of curiosity when exploring the outdoor areas, for bugs and creepy-crawlies. The childminder enables children to use their critical reasoning and problem solving skills very well. For example, they consider how best to arrange the chairs for lunchtime so that everyone gets a place. The childminder skilfully knows when to intervene and offer suggestions, explanations and support, such as helping children to solve problems. However, she gives children opportunities to explore at their own pace. Her knowledge of all the children is extensive. Consequently, while an activity may be aimed at one particular child, all children benefit because the childminder is skilled at adapting learning to maximise everyone's learning.

The childminder prioritises children's developing communication and language skills extremely well. She applies the ideas and values from training to ensure that all children are able to communicate effectively either through speech or gesture depending on their age and ability. Visual images, timelines and symbols and sign language give additional support to children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder provides positive interaction with each child, sitting at their level ensuring they can communicate with her easily. She is skilled at understanding their verbal and non-verbal communication. She ensures children have 'thinking time' and waits for them to consider what they want to say and put their thoughts into words. Children enjoy opportunities to sit on the childminder's lap as they read books together, and she provides good attention for each child ensuring they are included. This supports children to make rapid improvement in their communication and language skills from their starting points, and effectively closes gaps in achievement.

The children themselves play a big part in the smooth running of the play activities as they lead their own play. Children confidently practise their writing skills as they use a broad range of tools to make marks. For example, they use the white board, notepads, paper, brushes, pens and pencils to write their own name and draw. They experience a range of written print within the setting and take part in recognising their names during the morning register time. This routine is a favourite part of the day for many of the children. Even the youngest and newest children join in with excitement, holding their hands in the air and shouting 'I'm here!' when they hear their name. This is extended for older children who have the opportunity to recognise their names from written name cards. However, some print is written in capital letters, which means that children do not always see their name written in a way that facilitates their move to school.

Partnerships with parents and other partners are exemplary in all aspects. The childminder encourages parents to be involved in their child's learning through daily contact, comprehensive record keeping and an extensive range of policies and procedures. Parents and carers are extremely complimentary about the childminding setting. They have

complete trust in the childminder and her team. They are impressed by their attention to detail and individual knowledge of their children's needs.

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

Children are developing extremely warm and loving attachments with the childminder. The children are happy and settled because the childminder provides a regular routine for them based entirely around their needs. They feel very safe and are at ease in their warm and loving relationships with the childminder. These trusting relationships support children in settling in very well and exploring with confidence and curiosity from their secure base.

Children clearly benefit from accessing the high-quality toys in an environment, which is conducive to their rapid progress. Group activities and free exploration sessions are very well balanced to ensure that children have time and freedom to become deeply involved in their play. The childminder provides an extremely warm and welcoming family home environment, which is adapted according to those attending. Positive learning environments are generated as the indoor and outdoor play areas are creatively organised. The areas of continuous play are extensively resourced and children select toys, resources and books easily, making informed and independent choices in their play and learning.

Children's excellent health is effectively promoted, through lots of fresh air, daily walks and other outdoor activities. For example, they enjoy the many opportunities at the play areas where their coordination, balancing and climbing skills are challenged, in a safe and controlled environment. Highly effective routines are in place to support children's understanding of the importance of exercise. They take part in daily 'wake up sessions' where they engage enthusiastically in dance and movement to get themselves ready for their day of play. Children's welfare is promoted by the childminder to a consistently high level. Clear sickness procedures that are shared with parents, combined with extremely good health and hygiene practices from the childminder, protects children from the risk of illness and cross infection.

Healthy meals and snacks are provided in accordance with the parents' wishes, and drinks are readily available throughout the day. The childminding setting promotes healthy eating and children gain an excellent understanding of what is good for them through the choices of healthy snacks and meals. Meal times are social occasions during which children sit together and chat as they independently serve themselves. They eagerly tuck into the meal option of the day, with one child commenting 'my tongue is getting sticky' as he enjoys his mashed potatoes and vegetables.

The childminder promotes children's personal, social and emotional development very well. Children are very well behaved because the childminder is an excellent role model and behaviour expectations are high. The childminder makes great use of praise and confidence building techniques to successfully teach children to behave well, respond enthusiastically and play cooperatively. As a result, children take pride in themselves and have consideration for all others. Independence skills are promoted well and children are

very well prepared for the next stage in learning, including the move to school.

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

Children benefit immensely from the strong leadership and management established in this innovative setting. Children's care, learning and development are significantly enhanced through a cooperative and highly motivated childminding team. Excellent systems are in place to monitor and evaluate children's progress and learning. The childminder is committed to driving and securing improvements to the provision. Her years of experience as a childminding assistant demonstrate her strong capacity for sustained improvement over time. She is currently completing her National Vocational Qualification at level 3 to support her many years of experience with children. There is a strong culture of reflective practice within the setting, and the childminder and her team are actively involved in monitoring the effectiveness of the provision. Each childminder has an area of responsibility within the setting, but also shadows a partner to ensure that they experience a wider range of responsibilities. Self-evaluation is extremely good, and is well focused on identifying improvements that will maintain high quality outcomes for children in all areas. The expertise and views of parents are highly valued and sought. As a result, parents feel they do have a voice and play a vital role in their children's care and development, that their views are important.

Children play in a safe and secure environment where they are exceptionally well safeguarded as the childminder has a very clear understanding of her role and responsibilities to protect children in her care. An extremely comprehensive range of risk assessments on the home and garden ensure children can move around safely, while still having the freedom to explore and undertake new challenges. Fire safety equipment is in place and the childminder carries out regular fire drills, so children learn what to in the event of an emergency. All required documents and records are in place and a wealth of written policies and procedures are discussed fully with parents to ensure they have clear expectations of her practice.

Partnerships with other agencies are outstanding. The two-way flow of information, knowledge and expertise between all partners is integral to children's learning, development and welfare. Children are equally well supported when making the move into nursery or local schools. They make visits with the childminder, and summaries of learning and development are shared. This helps to improve communication and coordination between professionals, practitioners and families.

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	EY455432
Local authority	Hampshire
Inspection number	896494
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	14
Number of children on roll	14
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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