

Inspection date

Previous inspection date

24/06/2013

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 gets to know the individual children very well and effectively supports their learning and development.
- The childminder promotes all areas of children's learning, with an emphasis on communication and language, so they progress particularly quickly in this area.
- Children thoroughly enjoy their time with the childminder and make good progress in their learning.
- Children benefit from the childminders strong partnerships with parents and others who work together well to meet children's needs and aid transitions.

It is not yet outstanding because

- Children are not fully aware of all toys and resources available in order to make choices.
- The childminder misses opportunities to use mathematical language during play to extend children's learning.

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 held discussions with the childminder at appropriate stages throughout the inspection.
- The inspector examined documents, including children's records, observations, assessments, and policies.
- The inspector observed children's activities and the childminder's interaction with them during the inspection.
- The inspector spoke to the childminder and children throughout the inspection at appropriate times.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and three children in Hook, Hampshire. Children have access to the ground floor of the property for play and a bedroom 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. Currently she is minding two children in the early years age range. She visits activities in the local community and can take and collect children from the local school and pre-school.

What the setting needs to do to improve further

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

- increase opportunities for all children to make choices and decisions when choosing toys and resources
- extend children's mathematical development by using language about the names of shapes, colours and numbers more frequently during play and planned activities.

Inspection judgements

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

Children are confident and at ease in the childminder's home. They benefit highly from the childminder who is attentive to their individual needs. The childminder maintains children's routines well and plans activities to engage and promote all areas of learning. Children have access to a good range of toys and equipment available to them, which they access from low-level storage boxes. However, children are not fully aware of all the toys available as pictorial labels or written words are not in place to aid them in making choices and decisions.

The childminder interacts and plays well with the children. She acts as a good role model and promotes children's language consistently through speaking clearly and by asking open-ended questions. Children's speaking and listening skills are well supported as the childminder reads engagingly to them. She encourages children to participate in the story, as they try to repeat the sound each animal makes. This supports their knowledge and understanding of the world, and their developing language skills as the childminder talks about the animals they see. These skills help to prepare children for the next stage of their learning and their eventual move to school.

Children's early mathematical skills are well supported, as children watch and discuss the tadpoles changing in size and shape. Overall, they are encouraged to count the steps on the slide and learn about measures during cooking activities. However, sometimes the childminder misses chances to extend children's understanding of numbers, shapes and measures further by using mathematical language during everyday activities. Children engage in a wide variety of exploratory and creative activities as they use dough and paint. They have regular opportunities to play and explore with sand and water which supports their creativity as they experiment and investigate.

The childminder has developed a good system of observation and assessment. She works well with the parents, which allows her to meet and plan for the individual needs of all children in her care. Children's 'learning journals' are shared with parents and show how children are achieving across all areas of learning. Children benefit from the childminder's strong partnership with parents as the childminder and parents regularly share children's development records in order to establish an accurate understanding of individual needs.

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

Children have good relationships with the childminder and demonstrate a strong sense of security. They clearly feel safe in her care and approach her readily for cuddles, comfort and reassurance. Children are well behaved. They share the good range of toys and resources well. For example, when playing and exploring the sand, they take it in turns with the tools and share the star as they push this into the sand.

Children develop their understanding of safety, through play and discussion. This is reinforced on local walks as the childminder talks to the children about road safety, asking them if the road is clear before they cross. Children's health is well promoted by the childminder. She provides a healthy range of snacks and home cooked meals. The childminder is careful to follow good hygiene practices and cleans young children's hands before eating, so they gradually learn to do this for themselves. The home is clean and well maintained, which contributes to promoting and maintaining children's good health.

Children have regular opportunities to play and explore outside, which supports their physical development well. They enjoy exploring the childminder's well-equipped garden and enjoy trips to play parks. In addition, children's social skills are extended as they visit the local post office and shops and play with other children at local playgroups.

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

The childminder has made a positive start to her childminding business. She has all required documentation to meet the regulatory requirements and has individual policies and procedures for her setting. The childminder has a secure awareness of her responsibility to safeguard children. She has a secure understanding of what to do in the

event of any child welfare concerns. She has completed all relevant training, such as safeguarding and first aid. The childminder promotes children safety well, as undertakes regular risk assessments. This minimises any potential hazards effectively.

The childminder regularly reviews and evaluates her practice and has taken effective steps to develop this. She is committed to her own professional development and is looking to advance her understanding of child development through attending further training. The childminder understands her role in promoting the learning and development requirements and ensures that each child receives a tailor-made programme that supports their needs.

The childminder communicates very well with parents; she ensures that all parents receive verbal and written communication at the end of the day about their child's well being and achievements. She has established valuable links with other settings that children attend, which enables her to provide consistent care and education for each child.

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	EY453296
Local authority	Hampshire
Inspection number	896479
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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