

Inspection date	11/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 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

- The childminder demonstrates an excellent understanding of child development and uses this information extremely well to challenge and stimulate the children.
- The childminder provides wonderful props to capture children's interests and imaginations as they look at and explore the sensory objects.
- The childminder has a wealth of childcare experience and has attended extensive training and qualification courses during her past employments. This ensures outcomes for the children are greatly improved.
- Children form excellent attachments with the childminder. This helps them to become extremely confident as they learn through their 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 observed activities within the childminder's home and garden.
- The inspector looked at the children's records of development and other documentation.
- The inspector took account of parents' written comments and from verbal communications.
- The inspector took account of the childminder's self-evaluation.

Inspector

Heidi Abernethy

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child. They live in a house in Totton, Southampton. She uses the whole of her home for childminding. Toileting and sleeping facilities are on both floors. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder currently has seven children on roll, of which, four children are within the early years age range. The childminder is open all year round from 7.30am to 6.30pm Monday to Friday except for family holidays agreed in advance. The childminder has a degree in early years and holds Early Years Professional Status.

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

The childminder has an excellent understanding of the requirements of The Statutory Framework for the Early Years Foundation Stage. She uses this to meet the individual learning requirements for all the children exceptionally well. The childminder demonstrates a very good knowledge of the children's overall development and plans very well for their future learning. For example, she recognises children are beginning to develop and expand their vocabulary and provides them with lots of opportunities to consolidate new and existing words by using visual resources. Children select favourite books and the childminder gives children the space and time to look at and point at what they see. She skilfully extends their learning by asking open questions about the different pictures and young children point at the flower stating 'ower'. The childminder provides lots of praise for their good identification of the picture while at the same time repeating the word back with the correct pronunciation. This excellent interaction exposes young children to new language, and develops and consolidates their early comprehension and communication skills. This in turn prepares young children exceptionally well for their next stages in learning.

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 the young toddlers are particularly interested in turning knobs and buttons and immensely enjoy putting items in and out of containers. The childminder skilfully extends these learning experiences by providing children with wonderful visual props, such as different shaped bottles and lids. Children thoroughly enjoy exploring the variety of bottles and concentrate extremely well as they enhance their problem-solving skills to work out how to turn the lids. The childminder gives lots of praise and encouragement for children's successes, which greatly boosts their self-esteem and confidence. This in turn prepares children very well for their next stages in learning and for school.

The childminder provides babies and young children with extensive learning opportunities through high quality sensory experiences. The childminder provides young children with a wide variety of different experiences and environments to practise their walking skills. For example, they walk on the grass and path areas in the garden and when on outings to local parks. The childminder offers close supervision while at the same time enabling children to practise their balance and control as they walk. She further supports children by providing them with push-along toys to aid their ongoing development.

Young toddlers thoroughly enjoy exploring the coloured paints covered with cling film on the low-level table. This excellent resource enables them full opportunities to make marks and patterns and also to prod and squeeze the paints with their fingers. In addition, this activity enables young children to gradually introduce themselves to messy play, particularly for those who are not keen on getting their hands dirty. Children excitedly point at, babble and talk about what they see and the childminder responds to their communications by repeating them back to the children. In addition, the childminder introduces new language to the young children such as 'red' and 'blue'. 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.

The childminder has an excellent understanding of the assessment check for two-year-old children. She is currently collating information from her very detailed assessments in readiness for when children are within this age bracket. Parents are invited to meet with the childminder on a regular basis to review children's progress and are extremely keen to attend a scheduled parents' evening in the near future. This excellent partnership working and sharing of information helps to ensure that consistency is fully achieved and parents are able to continue their children's learning at home.

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

Children have formed excellent emotional attachments with the childminder and other children. 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. She is extremely vigilant to the safety of the children, including when visitors or parents are present. The childminder recognises those children who become distressed and unsettled

by unfamiliar faces. She ensures she is within close proximity to them, offering reassurance and comfort.

Children visit the bathroom facilities with the close support of the childminder. She uses excellent teaching methods as she talks to the children at their level about saying goodbye to the germs and making their hands clean. These learning experiences help young children to develop an early understanding about the positive effects of good hygiene on their bodies. Children develop an excellent understanding of how to manage risks as the childminder talks with them, giving clear reasons of what may happen if they are not careful. For example, she talks to the young children about not putting the small garden stones into their mouths because if they swallow them they could choke. The young children respond very well, placing the stones back down into the soil. The excellent use of safety rules is extremely effective in supporting children's growing understanding of how to behave in order to keep themselves and those around them safe.

The childminder effectively provides children with an extensive range of resources to promote all areas of learning. However, some resources are not consistently on display to enable children to always freely choose when they would like to engage and interact with specific activities. Children have 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.

The childminder is extremely dedicated to supporting each child's individual development to help ensure they make rapid progress and are extremely well prepared for their next stages of learning. She provides children with extensive opportunities to enhance their independence and master new skills. For example, young children are highly encouraged to refine their self-care skills, such as finding their own shoes and identifying their name badge for self-registration. The childminder rewards children with lots of praise for their achievements. Her words of praise highly promote children's self-esteem and confidence in readiness for their next stages of learning.

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 the safeguarding and welfare requirements. She is extremely passionate about providing the best possible care and learning experiences for the children and implements The Statutory Framework for the Early Years Foundation Stage highly successfully. The childminder is extremely dedicated 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 has previously attended safeguarding training courses and is currently booking herself onto an up-to-date course to ensure she keeps abreast of current legislation and procedures. The

childminder has extremely robust risk assessment systems in place, which helps to ensure hazards are very promptly identified and minimised for the children. Excellent fire evacuation procedures are in place and the childminder is very forward thinking in ensuring contingencies are in place for any eventuality. For example, the childminder has stored all equipment required in the outside shed such as a triple buggy, spare clothing and nappies. This ensures she is able to escort the young children quickly away from the building in an emergency and meet their immediate individual needs.

The childminder has created a high quality reflective practice document to enable her to identify the provision's strengths and areas for development. She involves children and their parents very well, acting upon any suggestions. For example, the childminder has recently started using communication books to offer parents an additional form of sharing information about how their children have been and what they have been doing. The childminder has a wealth of experience of caring for children in the early years age group, both from her past role as a day nursery manager and nursery nurse and from her previous employment as an early years assessor. The childminder uses these past experiences exceptionally well to identify examples of excellent practice and applies these extremely effectively to her childminding provision. For example, the childminder demonstrates an excellent understanding of working in partnerships with other providers and agencies from these past employments.

The childminder meets children's individual needs exceptionally well through highly effective partnerships with parents. The childminder has provided parents with an extremely informative website to help ensure they are fully informed about her provision and service. She has recently started using newsletters to ensure parents are kept extremely up-to-date with important information and about the life of the childminding provision. Parents speak very highly of the provision stating their children are flourishing from the time spent with the childminder. Parents state how the childminder cares about all the children and how they can see she is passionate about their development.

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
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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	EY456805
Local authority	Hampshire
Inspection number	906773
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
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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