

Inspection date

Previous inspection date

25/09/2013

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 has a high level of knowledge and understanding about child development, she skilfully uses all activities and daily routines to encourage children's continuous learning.
- The childminder has a detailed range of documentation to support all areas of her provision. This promotes parents' knowledge and builds trusting relationships.
- The childminder has strong relationships with children. Her positive attention during activities fosters children's interest, enabling them to make decisions and increase their level of capability.
- The childminder has a full and very child centred environment to enable children to make choices and freely select suitable resources for indoor and outdoor play.

It is not yet outstanding because

- Children have less activities linked with music and singing to enable them to develop creative ideas and learn about sounds and rhythms.

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 viewed the indoor and outdoor premises.
- The inspector observed the activities and talked to the children present.
- The inspector gained evidence from the documentation available and through discussion.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children, the eldest child is school-age. The family home is in a residential area in Fleet, Hampshire. The ground floor of the house is available for childcare, with an upstairs bedroom for children to sleep during the day. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll; three of these children are in the early years age group. The childminder is a qualified primary school teacher.

What the setting needs to do to improve further

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

- include opportunities for children to take part in musical activities to enable them to represent their own ideas, thoughts and feelings through sounds and rhythms.

Inspection judgements

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

The childminder has a comprehensive knowledge and understanding of child development. She has very effective skills of engaging with children and following their interests; this keeps children continually involved and actively promotes their development. The childminder knows the children's interests well and she positively encourages their participation and their increasing independence. For example, children are eager to handle the leaves they collect on their walk. They learn how to use crayons to make leaf pattern rubbings. Children notice and talk about the different shapes and colours of the leaves. The childminder effectively extends children's interest and increases their physical skills further by providing a small hole-punch and encouraging children to thread the leaves to make bracelets. Children are motivated and this increases their concentration. They confidently count how many leaves they thread.

The childminder includes a wide variety of learning opportunities and she often follows children's immediate interests as they occur. For example, she spontaneously builds on younger children's play ideas by finding a rug and play picnic basket to take outside. The childminder helps children to spread the rug and the items, clearly noticing the shorter attention span for younger children's interest levels. The childminder recognises these differences and incorporates ideas in the planning to meet different learning needs.

The childminder encourages children's speech and language well through continual discussion and questioning. She enthusiastically provides magnetic letters and small white boards, which children use to make words. Children recognise letters and say letter sounds. They learn to copy letter shapes, which effectively extends their literacy skills. Children show an accurate ability to count and recognise quantity. They confidently fit shapes and colours together. This strengthens their understanding of quantity and addition. Children have less planned and spontaneous activities linked with music and singing to enable them to develop creative ideas and learn about sounds and rhythms.

The childminder has a wide range of documentation to support all areas of her provision. She successfully observes and assesses children's early development, and effectively plans for their next steps in learning. The childminder competently measures children's levels of progress and she fully recognises their individual characteristics. These systems enable her to provide written assessments of children's progress every term, which supports her well in completing the progress check for children at age two-years. The childminder has positive relationships with parents and she shares information regularly. There are daily diaries for all children attending, and this two-way information promotes parents' knowledge and builds trusting relationships.

The childminder clearly understands the need to prepare children for moving on in their learning. She helps to increase children's independence and encourages them to take responsibility for their own personal care. The childminder also builds children's physical strength and stamina well. She understands that the school day is tiring and children often need to walk home at the end of the day, therefore she prepares them in advance for this extra physical effort.

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

The childminder has strong relationships with the children in her care. Her attention and support during activities fosters children's interest and encourages them to settle well. Children show high levels of belonging and a sense of security, which clearly increases and strengthens their emotional development. There are positive daily routines and the childminder often reminds children of what happens next. These reminders encourage children to understand and follow consistent patterns of behaviour. For example, the childminder uses explanation and offers support to help children understand each other's behaviour. She praises older children for their patience when they build with bricks and younger children knock these down. This enhances and develops positive relationships between children.

Younger children learn to safely negotiate space and obstacles on the wheeled vehicles in the garden. They manage low steps in the home and learn how to sit safely on high and low chairs. Older children are encouraged to practise road safety when they walk to school and pre-school each day. They take part in fire drills, and this increases their awareness and understanding of how to respond in emergencies. The childminder develops children's understanding of health and hygiene because she reminds children to wash their hands regularly. For example, children learn to wash their hands after handling the leaves

because they were collected from the ground. The childminder explains why they must have clean hands to eat their lunch, and children willingly wash their hands thoroughly. They use individual towels and learn to put these in the bin themselves. Children have regular physical exercise and daily walks; they visit local wooded areas and take part in making dens. The childminder encourages children's understanding of safety during all play as well as increasing their sense of freedom and exploration.

The childminder has a full and very child centred environment to enable children to make choices and freely select suitable resources for indoor and outdoor play. The clearly planned activities and learning resources available strongly encourage children's development and prepares them well for future learning.

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

The childminder provides many and varied high quality activities for the children attending. She understands her responsibility to meet all areas of children's learning and development. She includes detailed documentation to monitor children's progress and she shares this regularly with parents. The childminder clearly recognises children's level of progress and plans activities according to children's capabilities. This provides effective opportunities for learning and encourages children to gain appropriate skills and close any gaps in their level of achievement.

The childminder has wide experience in safeguarding children. She is very aware of protecting children at all times and ensuring the suitability of any adults in the home. There are fully documented procedures for sharing any concerns with the relevant agencies. The childminder has comprehensive policies and procedures in place to show her commitment to meeting all areas of the regulations for children's welfare.

The childminder has completed a thorough self-evaluation of her provision. She has clear details of her plans for improvement. This shows a positive and willing attitude to continue developing and making improvements.

The childminder fully encourages parents to be involved in children's daily care and in their achievements. She provides detailed daily diaries with descriptions of children's routines, meals and levels of happiness to ensure parents are informed. The childminder has recently introduced systems for recording important moments, comments or achievements for individual children and this enables her to share the information instantly with parents. The childminder uses parent questionnaires to support her evaluation of the provision and to help to drive improvements. She uses the children's previous nursery learning records to help her plan for children's ongoing progress. The childminder is currently building her links with other carers who share children's care so that she can continue to effectively promote children's individual 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	EY458621
Local authority	Hampshire
Inspection number	907852
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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