

<b>Inspection date</b>	30/09/2013
Previous inspection date	25/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- Children are confident and motivated to learn as they develop close bonds with the childminder who enjoys getting involved in their play.
- The childminder regularly reviews children's learning and development and she makes plans to help them move on. As a result, they make good progress.
- The childminder establishes good relationships with parents. This helps her to meet children's needs and involves parents in their children's learning and development.

### **It is not yet outstanding because**

- The childminder has not engaged effectively with other providers to work together to fully promote children's learning outcomes.

## 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 in the home.
- The inspector had discussions with the childminder and the children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, and information provided to parents.

## Inspector

Jacqueline Munden

## Full Report

### Information about the setting

The childminder registered in 1991. She lives with her husband and their adult son, daughter in law and their child in a house in Waterlooville, Hampshire. All areas of the home are available for childminding. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, one of whom is in the early years age group. The family has a rabbit.

## What the setting needs to do to improve further

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

- strengthen partnerships with other providers involved with children's care and education to fully promote a joined-up approach to meeting children's needs.

## Inspection judgements

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

Children make good progress in developing their future skills through a variety of good quality play and learning experiences. The childminder has a secure understanding of the areas of learning covered during play activities. She skilfully uses discussion and demonstration with the children to support their learning through play. For example, she shows how to switch the battery operated trains on and off to develop young children's understanding of how technology works. Children benefit from outings to toddler groups where they develop social skills. The childminder plans some interesting activities, such as collecting leaves and painting them to make leaf prints to develop their creative skills.

The childminder sensitively supports their play, understanding when to step back and allow children to play and explore freely. For example, children are absorbed in imaginary play with the small world people and animals. They carefully place fences, evenly spaced out in a row, and put a dog between each fence. Recognising when to step in to extend their play and learning, the childminder engages children by making sure she is at the children's level when she speaks to them. She finds the horse and a person to sit on it. She explains the horse can jump the fences and that the person riding the horse is called a 'jockey' and they are wearing a hat. She promotes children's understanding of counting and use of numbers as she encourages them to count the fences. She starts them off by saying 'one' and pointing to the first fence. Children count one, two, three, five and she gently corrects them when they miss number four.

The childminder skilfully helps children to develop language and communication skills and about the world around them through effective and purposeful interaction. As children involve other toys in their play, she talks about what the children are doing helping children to understand their actions and the names of objects. For example, 'you are putting the cat in the wheelchair'. She encourages them to speak by asking 'who is going to push it'. Children show they are learning about the sounds letters make as they repeat a 'sss' sound and the childminder tells them it is the snake sound. In discussion, the childminder shows she is clear how using pictures alongside words helps children with communication difficulties or learning English as an additional language to take part.

Parents share information about their children during initial meetings with the childminder. She uses these starting points and her ongoing observations and assessments to build her knowledge of each child. This enables her to effectively plan activities to help children

make progress in their learning and development. The childminder shares information with parents verbally, through written daily sheets and the individual records she maintains for children. This encourages parents to be fully involved in their children's learning. The childminder understands the requirement regarding completing the progress check on children's development when they are aged between two and three years.

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

Children are happy and at ease with the childminder due to her kind and caring approach to the care she provides. Children show they feel secure as they cuddle her and sit on lap laughing as she sings to them. The childminder knows them well and follows their care routines as preferred by parents. As a result, she promotes children's emotional well-being effectively. Children's behaviour is good as they are interested and engaged in their play. They respond well to the childminder's gentle reminders to say please and thank you. They are learning to take turns and share the toys due to the childminder's consistent encouragement. She makes sure there are plenty of toys that are popular, such as the trains, to prevent an upset occurring however. The childminder helps children to become independent in their self-care, moving children on to the next stage when ready. For example, children progress to an open cup to drink from. She takes children to groups where they build confidence and social skills. The childminder takes some suitable steps to work with other providers that children attend. For example, she passes information to parents from teachers at school. However, the childminder and pre-schools do not share the planned next steps for children to promote their learning and development fully.

The childminder supports children in developing healthy lifestyles well. Children learn effective hygiene routines to keep healthy and benefit from spending lots of time outdoors each day to play and exercise. Children develop physical skills and coordination as they climb on apparatus in the garden. The childminder helps children learn how to keep safe when they are out walking. She shows them how to cross the road safely. Indoors, children learn not to throw the toys in case they hurt someone. The wide range of resources meets the developing needs of all children well. There are many opportunities for children to make choices and select toys indoors independently. The childminder keeps a photograph album of many of the toys and equipment that she has. She shows children the book to help them make decisions and to encourage them to try new things. She uses the pictures to help children learning English as an additional language and children with communication difficulties to show what they want to play with.

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

The childminder has a secure understanding of her responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. She is clear about the procedure to follow should she have a concern about a child to protect their welfare. The childminder takes appropriate steps to make sure adults in the home are suitable. The childminder carries out comprehensive risk assessments regularly to ensure

that children are safe in the home and on outings. She maintains all the required documentation and parental consents are in place to make sure she meets each child's needs in line with their parents' wishes. Positive partnerships with parents are established and she has begun to make links with others involved in children's care. Parents report they are very happy with the information they receive about their child's progress. The childminder provides parents with a wide range of information including policies and procedures and information about the Early Years Foundation Stage. This helps to make sure parents are clear about her service and how she cares for their children.

The childminder demonstrates a good understanding of the learning and development requirements. She tracks children's progress to make sure she includes all areas of learning and that children are progressing. The childminder uses effective systems to evaluate her practice. She seeks the opinions of parents through discussion and questionnaires and finds out what children like by offering a choice of activities. Since the last inspection, the childminder has attended training to improve her professional practice and to increase her understanding of how children learn. For example, attending a workshop in phonics has helped her to improve the ways she promotes early literacy skills. She has improved the way she helps children learn about the wider world by providing a good range of resources that promote positive images of all people in society. As a result, outcomes for children are continuously improving.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	111531
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	930810
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/08/2009
<b>Telephone number</b>	

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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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