

Inspection date

Previous inspection date

30/10/2013

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's safeguarding procedures are robust and rigorous to promote children's welfare successfully.
- Children's understanding of the world around them is developing well and the childminder supports children's learning effectively.
- All children are making good progress in their learning because the childminder plans a range of challenging activities based on children's interests.
- Children have many opportunities to express themselves creatively because the childminder provides them with a wealth of resources.

It is not yet outstanding because

- The childminder does not request sufficient information from parents about children's learning at home to help determine children's starting points so that suitable activities can be planned promptly when children first start.

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 compulsory part 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 playroom, the kitchen/dining room and outside.
- The inspector looked at children's records, learning journey folders and sampled the policies and formal records.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.

Inspector

Lisa Cupples

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in a house in the Fareham area of Hampshire. All areas of the property, but mainly the ground floor, are used for childminding. There is an enclosed garden available for outdoor play. The family has pet cats and some chickens.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently six children in the early years age group on roll.

What the setting needs to do to improve further

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

- invite parents to provide information about children's skills and activities at home to help to establish children's starting points and plan suitable activities promptly when children start.

Inspection judgements

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

All children are making good progress. The childminder spends time observing what children can do. She uses the information effectively to identify the children's individual next steps in learning and to plan a wide range of purposeful activities and experiences to help the children make good progress. However, the childminder does not gather sufficient information from parents about children's learning at home, when children first start, to inform her planning. As a result, there is a slight delay before the childminder can plan and provide activities to reflect the children's individual learning needs.

The childminder ensures the children's interests are reflected in the planned activities. Children are self-confident and happily explore their surroundings. Children confidently talk about what they would like to do next and express their ideas clearly. The childminder organises her home well for the children so that they can initiate their own play and learning. Children's spoken language is developing well because the childminder engages them in purposeful conversation and she asks open questions to encourage children to think for themselves. She encourages children to choose from an extensive range of activities to encourage their independence. Children's learning and development is in line with the expected developmental ranges for their age groups. Consequently, children are prepared well to move on to school or the next stage of learning.

All children have opportunities to develop their creative skills using a range of resources, such as musical instruments and paint and glue to make Halloween pictures. Children have many chances to use their imaginations fully as they use small world resources. For example, they talk about where the cars are going and why the fire engine is busy. Younger children have opportunities to mark make during their play to develop their early writing skills. Older children are able to link sounds to letters and write their names. Children count at every opportunity during everyday activities. For example, children count how many cars they have lined up and recognise the colours. Children use a range of programmable toys and know how to turn them on and off and control the switches. They enjoy pretending to be rock stars with electronic guitars as they dance around and sing.

Children explore the natural world when they go on walks or trips to the local parks. They enjoy taking part in science experiments where they learn about cause and effect. For example, children make pumpkin volcanoes by adding bicarbonate of soda and vinegar to a hollowed out pumpkin. They talk about what happens and use descriptive language to explain what they see. For example, children say the mixture is, 'exploding', 'erupting', 'frothing', 'bubbling' and 'growing' as they watch the mixture expand. They smell the vinegar and say it reminds them of chips. The childminder finds interesting ways to encourage the children to explore using all of their senses. For example, she makes 'witch's spaghetti' from cooked and dried pasta, which has been coloured orange and black for Halloween, for the children to examine. The children describe the mixture, feel it and listen to the different sounds as they crunch the pasta beneath their feet. The childminder uses children's experiences at home to help them develop their physical skills. For example, she provides 'tools' for children to fix the garden playhouse when children are having renovations done to their house. Children enjoy this activity, singing as they saw, drill and hammer.

Children have access to outdoor play and learning experiences to develop their physical skills, for example, when they visit the park to use the large apparatus. The childminder effectively engages the children and participates fully in the activities.

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

The childminder provides a stimulating, warm and welcoming play and learning environment where the children have fun as they learn. Children know where everything is and are able to self-select activities and resources, developing their independence and decision-making skills from an early age. Children form positive relationships with the childminder and other children as their self-esteem and confidence grow. The childminder values children's ideas, thoughts and contributions to their own learning. She provides additional resources, when the children request them, to support the children's play. Children's personal, social and emotional skills are developing successfully because they are encouraged to think about others. They are beginning to show consideration for their friends, often sharing resources and taking turns with little or no encouragement from the childminder. Children are beginning to learn about differences and diversity as they play with resources that reflect different cultures, for example books and small world figures.

All children are very happy and settled in the care of the childminder. She spends time getting to know the children and their families well. She gathers and records detailed information from parents about the children's welfare and care routines to ensure she meets children's individual needs.

Children enjoy healthy and nutritious snacks and meals as the childminder introduces the concept of healthy eating from an early age. For example, children enjoy fresh fruit and are keen to try new things, such as fruit kebabs. Children develop good self-care skills, such as dressing themselves and washing their hands at appropriate times. They enjoy outdoor activities and experiences daily, which help them begin to develop an understanding of the world around them. All children learn the importance of keeping themselves safe through discussions, routines and safety rules. For example, children practise fire drills with the childminder to ensure they know how to leave the premises quickly and safely in the event of an emergency.

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

The childminder has a good understanding of all requirements of the Statutory Framework for the Early Years Foundation Stage. She has effective safeguarding procedures in place to promote the welfare of the children. She has a good understanding of child protection procedures and knows how to implement them. The childminder shares her written policies and procedures with parents to ensure they are aware of her responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because the childminder carries out daily checks and conducts regular written risk assessments of her home and outings. All visitors are required to show identification.

The childminder is continually developing ways to monitor the effectiveness of her practice to drive improvement for the benefit of the children. She evaluates the success of individual activities to identify strengths and any areas for development. This contributes towards the quality of activities and children's experiences. For example, the childminder has completed a learning environment audit and changed the layout and organisation of the resources to promote the children's independence further. The childminder has evaluated the effectiveness of the children's learning journey folders and is adapting the way she records the information so that it is easier to track and monitor the children's progress over time. She assesses children's learning effectively and she understands the requirement to complete a progress check for two year old children when necessary.

Partnerships with parents are good. Parents are able to talk with the childminder at any time and have access to the full range of policies and procedures. They are able to look at their children's learning journey folders and know what skills the childminder is concentrating on developing with their children. The childminder has strong links with other childminders and local toddler groups. She knows where to seek advice to support her, the children and families as necessary. She has good links with the local school and asks the teachers to share information about projects, themes and festivals, so she can

extend the children's learning when they are with her.

The Childcare Register

The requirements for the compulsory 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	EY461272
Local authority	Hampshire
Inspection number	917243
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

