

Inspection date

08/11/2013

Previous inspection date

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 very effective skills of engaging with children and following their interests; this keeps them continually involved and actively promotes their early development.
- The childminder has developed a clear action plan since her registration; she has reflected on her daily practice and used her knowledge and understanding to make effective improvements and enhance children's daily care and learning experiences.
- There are good relationships in place with parents and the childminder ensures that they have regular updates and frequent access to children's records of learning.
- The childminder provides all the required documentation to meet the regulations and she ensures that parents are well informed. In this way she competently supports children's safety and well-being.

It is not yet outstanding because

- There is less focus at times on activities to promote sharing of resources and understanding each other's feelings, to enable younger children to fully develop and strengthen relationships.

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 showed identification documents on arrival.
- The inspector viewed the premises and the outdoor play area.
The inspector observed activities and spoke with children and the childminder. She
- also gained evidence through discussion and through viewing a range of documentation.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full report

Information about the setting

The childminder registered in 2013. She works at the home of her parents who are also registered childminders. The setting is located in Elson, a residential area of Gosport, Hampshire. It is within walking distance of local schools, shops and parks. Children play on the ground floor and use the open plan living area. There are toilet facilities on the ground floor and children can sleep upstairs during the day. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has the use of a car and also walks children to and from local schools. The childminder has a level 3 qualification in early years care and learning. She provides funded education places for children aged two, three and four years. The childminder currently has six children on roll; of these, four children are in the early years age group. The childminder supports children who are learning English as an additional language.

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 children to understand about each other's feelings, through sharing activities and taking turns during daily routines, and in this way develop and deepen their relationships.

Inspection judgements

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

The childminder provides very effective learning opportunities because she engages well with children during all activities and daily routines. This focuses children's attention on listening and responding, and positively promotes their language development. For example, children are eager to use the props at story time and they spontaneously take part in acting out stories, songs and rhymes with the childminder. Children instantly follow this by keenly reading from pictures to tell each other stories. The childminder clearly plans activities based on children's interests and she often researches to learn more, when children show good levels of expertise. The childminder regularly uses the local library for research and she often seeks books with information about cultural traditions, to link with festivals, especially when children's families originate from other parts of the world. This shows the childminder's clear determination to increase all children's understanding of celebrating different traditions. Children have a wide variety of dressing-up clothes and they freely access these, relishing the opportunity to act out and develop imaginative play ideas.

The childminder has positively increased her knowledge and understanding of children's

early learning through attending training. She has fully adapted her systems to provide detailed evidence of progress for each child in her care. The childminder uses this information to provide all parents with a progress report for each child at the age of two years. All children's learning records show clear evidence of the childminder's observations during activities and she uses these to effectively plan their next steps in development. This information helps the childminder to see and respond to any gaps in children's learning, and enables her to share information with parents and focus on particular aspects of learning.

The childminder is fully aware of the need to prepare children for their ongoing learning. She encourages all children to manage their own personal needs and become independent; she enables and expects children to take part when following the daily routines. This encourages children to become responsible and gain an understanding of listening and responding.

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

The childminder's has built strong relationships with children. Her continual focus on activities and play encourages and fosters children's involvement and consequently their learning. Children are settled and happy because the childminder responds very positively to their individual needs, and this promotes and supports their emotional development. Most children are learning to share resources and they are suitably building relationships with each other. However, sometimes the childminder misses opportunities to fully develop younger children's understanding of each other's feelings and promote sharing.

Younger children are clearly learning about safety by managing their own mobility in a safe and well-organised environment. This fully enables them to practise walking and negotiating the furniture and the step to the garden. The safety and security of the well-planned garden helps children to become confident in their physical development. Older children take part in the daily routines at snack time and they use utensils safely when sitting sensibly at the table. Children proudly talk about the pieces of banana that they cut for snack time. All children regularly practise fire drills and they also learn to recognise the sound of the smoke alarm during tests. In this way the childminder supports and reassures children as they develop an understanding of keeping safe.

The childminder positively encourages children to learn about healthy food and she fully enables older children to take part when preparing fruit at snack time. Children have daily exercise and fresh air because they use the garden in all types of weather, wearing outdoor play suits and digging in the sand or climbing and sliding on the apparatus. Children are keen to help and they show high levels of responsibility by preparing the outdoor play equipment. They follow each other's lead by asking for cloths to rub and dry the slide after the rain. The childminder follows very regular routines for younger children's individual rest times, recognising when children need sleep to maintain and balance their emotions, and support their health.

The childminder's home is well planned to meet children's needs and children have a full

range of accessible resources available. This enables the childminder to plan and provide a wide range of activities to interest and extend children's all round development.

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

The childminder fully understands her responsibility to meet the learning and development requirements. She has had a good level of experience of caring for children over many years and alongside her childminding parents. She knows the importance of encouraging children to continually develop through play and she has effectively organised systems to enable her to recognise any gaps in their progress.

The childminder provides all the required documentation to meet the regulations and she ensures that parents are kept well informed. In this way the childminder competently supports children's safety and well-being. She has a strong level of understanding about safeguarding all children and she knows how to refer any concerns about their welfare. The childminder records all visitors to the home, as well as details and times of children's attendance.

The childminder has evaluated her provision well and has developed a very clear action plan since her registration. She has competently reflected on her daily practice and used her knowledge and understanding to make many effective improvements; for example she has introduced a daily registration board, created a comfortable book corner and made toys and resources accessible. The childminder has established treasure baskets for younger children and introduced non-fiction books for older children, helping to further promote good opportunities for learning. She has developed the involvement of parents by gaining information about children's starting points. The childminder is continuing to complete all the actions on her list and this shows her dedication to increasing the quality of the provision for children.

There are good relationships in place with parents and the childminder shares information frequently to ensure they are well informed. There are ample notices displayed and the newly introduced registration board helps parents and families get to know all the other children who attend. The childminder also liaises with other carers, the local childminding network and children's centres. She knows how to access the help of professionals for any specific children's needs, to support children, parents and families attending.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463022
Local authority	Hampshire
Inspection number	918181
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
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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