

<b>Inspection date</b>	14/11/2013
Previous inspection date	26/02/2009

<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 have a good understanding for safety as the childminder allows them to take appropriate supervised risks.
- The childminder skilfully uses her knowledge of children's interests to support all areas of their learning.
- A welcoming and enabling environment encourages children to investigate and explore their surroundings both inside and out.

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

- There are fewer opportunities for children to learn about similarities and differences amongst themselves and those in the community.

## 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 both the inside and outside learning environments.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at the children's assessment records and next steps and spoke with the childminder about future plans for children's development.
- The inspector took into account written information left by parents.

## Inspector

Kerry Iden

## Full report

### Information about the setting

The childminder registered in 1991 and lives with her adult son and daughter in Gosport, Hampshire. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The whole of the house is available for childminding, with most childminding activities taking place on the ground floor. There is a garden for outside play. There are currently 15 children on roll, of whom 3 are within the early years age range, children over the age of eight years also attend. The childminder operates from 7am to 6:15pm Monday to Friday all year round except agreed holidays in advance. The childminder takes and collects children from local schools and pre-schools. The childminder holds a level 3 early years qualification.

### What the setting needs to do to improve further

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

- support children to learn about similarities and differences between themselves and others and among families and in the community.

## Inspection judgements

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

The childminder has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. The quality of teaching is good and based upon accurate assessments of individual children, which enable her to support children with specific areas for their development. The childminder uses children's interests well to support different areas of learning, for example, using children's love of particular cartoon characters to support their interest in books. Effective systems are in place to record a summary of children's progress, which the childminder uses not only for the two-year progress check, but also as an ongoing assessment of children's achievements. She uses her knowledge of children's development to assess suitable next steps for individual children, enabling them to learn and grow at a pace that is suitable for them.

Children are very settled and secure within the provision, they feel comfortable and relaxed with the childminder and their peers. The childminder offers a good balance of adult led and child initiated play, as she joins in play to fit in with children's original ideas. Children demonstrate good concentration skills and keep on trying as they learn to master new skills such as cutting card with the scissors in a craft activity. They explore both the indoor and outdoor environment as the childminder utilises spontaneous opportunities to extend learning. For example, as the wind blows hard in the garden, they listen for sounds and talk about the effect the wind has on the garden as things blow or fall over. The childminder fully supports children's communication and language development. Her open-

ended questions through play invite discussion; she listens to the children so they feel valued. Through play, she introduces them to new words to build their vocabulary and uses clear speech enabling children to copy unfamiliar words.

Children enjoy physical development and have plenty of opportunity to develop their coordination and physical skills both inside and out. Spontaneous, child led singing and dancing activities are utilised well to support children to listen to, and understand instructions in action rhymes, whilst ball games and bikes support their balance and hand eye coordination in the garden. The childminder also walks with the children for school trips and outings to the park where they continue to develop their physical skills through using larger equipment. The childminder supports children to recognise feelings, through pictures and stories although there are less opportunities for them to explore the similarities and differences between themselves and others. However, overall children are developing good skills in the preparation for their future learning.

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

Children are established, well settled and have strong bonds with the childminder. They show that they feel safe and secure in the childminder's care as they approach her for cuddles and reassurance during the day. The childminder's knowledge of the children ensures she meets their needs well, for example, she correctly identifies the signs of hunger and adjusts routines to address this. Relationships between the children are warm, comfortable and almost sibling like. They allow each other their own space and time but come together for shared play such as singing, dancing and outside play. They call for each other if they want to share something, reassured by each other's presence. Children behave well throughout the morning and manage to share well most of the time. They demonstrate very good manners without prompting and show cooperation through play.

The childminder offers a welcoming and enabling environment and children settle easily, show confidence and feel at home. They are independent in their selection of resources from the colourful, picture labelled, storage unit within the dining area. The outside space offers further stimulation with a dedicated covered area enabling outside play which supports all areas of learning, all year round. Children make choices about their play inside and out, which motivates them to become inquisitive learners. Posters at child height increase children's interest, which the childminder uses to develop and extend language skills.

Through routines, children learn the importance of good hygiene practices. They are ready to wipe hands after playing in the garden and know to wash hands in the bathroom. Children understand the need to cover their mouths when coughing and using tissues for noses as the childminder endeavours to reduce the risk of cross infection. The childminder promotes healthy eating through discussion, using posters and books, and through snack and lunch times. The childminder agrees with parents as to who provides meals, snacks and drinks for the children. Meal times are a sociable occasion where children sit together and develop social and self-help skills. Children have many opportunities to learn about their own safety and to assess their own risks, enabling them to identify hazards for

themselves. The childminder allows appropriate, supervised risk taking through play routines and outings to allow children to grow in their independence. For example, children cut up their own fruit using appropriate knives, use tools such as scissors in craft activities and learn the safety rules of the road when they are out and about. They also learn to risk assess the environment through observation and discussion.

The childminder works with parents and other providers to support the transition to children's next stage in their learning. Walks and visits to the local pre-school ensure the setting is familiar to the children as they prepare to move on. The childminder talks positively with children about their next stage of learning as well as supporting them practically in their development, so they feel comfortable and confident ready for future challenges.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She uses this knowledge to fully promote children's well-being. The childminder has a written safeguarding policy and knows the procedures to follow if she has child protection concerns about any of the children. This includes the clearly set out arrangements around the collection of children and recording details of injuries which children may arrive with. She keeps her home secure and ensures children learn safe practices in and out of the home. The childminder completes detailed risk assessments for the setting and for any outings, in addition to her ongoing visual assessments through children's play. All the necessary written documents and records meet the Early Years Foundation Stage welfare requirements and enable the childminder to support children's care and learning needs well.

The childminder has strong relationships with parents, many of whom have been using her service for a number of years for their older children. She learns from the parents as much as she can about children's achievements and capabilities when they start. The childminder keeps parents fully informed about their child's day and their achievements, through a written diary and daily discussions. She shares with parents, areas where she is supporting children so there can be a consistency at home. She also welcomes parents sharing targets they have, such as potty training or speech development for example. The sharing of written summaries enables them to identify next steps so they can work with a consistent approach for the children. The childminder extends this to other early year's providers as she prepares children to start pre-school soon. The childminder is keen to work with key persons to ensure they maintain this consistent approach.

The childminder evaluates and reviews her practice successfully. For example, since her last inspection, she has increased her knowledge and understanding of early years work through the completion of a level 3 diploma. This has given her the confidence to bring herself up to date with current practice and requirements for the Statutory Framework for the Early Years Foundation Stage. She is keen to continue to drive improvement within the setting, for example, through evaluating resources linked to children's learning. The

childminder has started to address areas she has considered for improvement, such as introducing more natural resources into children's play. She welcomes parents' comments and ideas for future improvements. A comments book is always available and parents complete questionnaires from time to time to share their thoughts and opinions of her service.

### **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

<b>Unique reference number</b>	113006
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	817027
<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>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/02/2009
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

