

## **Inspection date**

Previous inspection date

20/11/2013

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 thorough understanding of how children learn. Children make good progress as a result of the effective support they receive.
- Children have access to a wide and varied range of resources and activities, which promote learning in all areas.
- The childminder establishes excellent relationships with children. They are very happy and settled in her care.
- The childminder is enthusiastic and shows a strong commitment to continually developing her practice to improve outcomes for all children.

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

- The childminder does not maximise all children's opportunities to develop and use their home languages during play.
- The childminder does not label resources or display print outdoors to enhance children's awareness of print carrying meaning.

## 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 children at play, both indoors and in the garden.
- The inspector viewed all rooms used by children.
- The inspector discussed the childminder's practice with her.
- The inspector sampled documentation, including children's development records.
- The inspector took into account the written views of parents.

## Inspector

Cathy Hill

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Farnborough, Hampshire. All areas of the home are used for childminding purposes. There is a garden for outdoor play. The family keeps chickens in an enclosed pen in the garden. The home is close to shops, parks, schools and other amenities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range.

### 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 develop and use their home languages during play
- extend the use of print in both the indoor and outdoor environment to enhance children's understanding that print carries meaning.

### Inspection judgements

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

Children enjoy themselves and make good progress as they learn through play. The childminder has a secure knowledge of how to support children's learning. Parents share detailed information about their child's starting points. Thereafter, the childminder uses ongoing observations of children to assess their progress and plan their next steps. She maintains detailed development records with both written and photographic evidence of children's achievements. The childminder also tracks children's development in all areas and keeps parents informed and involved with their child's learning through discussion and information shared in a daily journal. She understands her responsibility to provide a short written review of a child's progress when they are between two and three years old and has already started to put this in place.

The childminder, through her enthusiasm and fun nature, instils in children a positive attitude towards learning. She teaches children that if they feel unable to do something she will help them practise and learn until they can do it. Children explore their environment actively and grow in confidence as a result of the genuine praise and encouragement they receive from the childminder. They absorb themselves in playing with construction blocks and the childminder sensitively joins in with play, using ongoing conversation to develop children's communication skills. The childminder helps develop children's mathematical knowledge as she encourages them to notice which tower of

blocks is higher. Children count the number of blocks in the tower and the childminder develops their understanding of pattern by naming and pointing out the repeated colours. The childminder uses opportunities effectively, as they arise, to challenge and develop children's knowledge and skills. She uses descriptive language to develop children's vocabulary, for example, naming colours, shapes and the position of objects. The childminder also verbalises children's movements, for example as they push a toy car under a table, to acknowledge what they are doing and to help them link words to their actions. She supports children who have English as an additional language and has words on display in some, but not all, children's home languages to support their all round language development.

Children enjoy imaginary play with the small world kitchen and show they listen to, and understand, the childminder as she challenges them to make her a cup of tea. They carefully pretend to pour from the toy teapot into a cup before handing it to the childminder to drink. Children develop a good understanding of the natural world, for example, as they help the childminder feed her chickens and collect any eggs. They then sit together to help the childminder make pancakes using the eggs. Children show good hand-eye coordination as they spoon flour into a bowl. They learn about how things work as they listen and watch the childminder use a handheld beater to mix the pancake mixture together. Children are happy because the childminder gives them time to play at their pace and follow their own interests. For example, children start to play with a racing driver set and open and close the box. The childminder observes what they are doing and then gently teaches them about opposites, saying the words 'open' and 'close' as they play with the lid until they start to say the correct word to match their actions.

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

The childminder's gradual settling-in procedures are good in helping children move successfully into her care. Children see their photographs and names on display on their coat hooks, which helps them develop a sense of belonging in the childminder's home. The childminder supports children's emotional well-being effectively and children go into her arms for a cuddle, showing they feel safe and secure. Children have excellent, positive relationships with each other and the childminder. They behave very well as they amicably share resources, such as colouring crayons and toy cars. Children help tidy toys away before getting others out, taking responsibility for their environment. The childminder includes all children in play and they have equal opportunities to access toys and activities. There is a wide variety of good quality resources to promote skill development in all areas and the childminder constantly introduces new toys to provide children with new challenges and stimulation. Educational posters showing, for example, numbers, fruit, vegetables and letters are on display to provide a stimulating backdrop for learning. Indoors, there is a range of print on display, although resource boxes are not labelled and there is no print outside to maximise children's opportunities to learn about print carrying meaning in all play areas.

The childminder provides children with daily opportunities for fresh air and exercise. This, together with the provision of a healthy diet, develops children's understanding of a

healthy lifestyle. Children run freely and enthusiastically around the garden and shriek with laughter as the childminder plays 'peep-o' with them. The childminder encourages children to develop their self-help skills in readiness for the next stages in their education. Children follow routine hygiene practices as they wash their hands before eating, feed themselves at lunch time and help change their shoes before outdoor play. Children learn about safety as the childminder, for example, ensures they are secure in their high chair when eating. The childminder also reminds them about not running indoors in case they slip. Children have practised the childminder's fire drill and the childminder has certificates for each child, on display, acknowledging they have done this.

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

The childminder has made a very positive start to her childminding career. She has a good understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. She organises her time and space effectively to provide children with a loving, nurturing and stimulating environment for their care and learning. The childminder takes positive steps to safeguard children's welfare. She has a detailed, written safeguarding policy to underpin her practice and understands the procedures to follow if she has any concerns. The childminder risk assesses her home, and outings she takes children on, to help to ensure children are safe at all times. She uses a monitor and a visual checking system to ensure sleeping children are safe, and she keeps a record of visitors to her home.

The childminder works positively in partnership with parents and others to promote a joined-up approach to meeting children's needs. Children benefit from the sharing of information between all of their carers, which means there is a cohesive approach to children's care and learning. The childminder shares all her policies and procedures with parents. Parents comment positively about the childminder and about the 'good balance of outdoor and indoor activities' and 'healthy meals' she provides. The childminder is enthusiastic and professional and has a strong commitment to continually develop her practice, while making learning fun for children at all times. She has completed a detailed written self-evaluation of her practice and plans to issue a questionnaire to parents to gather additional feedback on her childminding service. The childminder keeps up to date with early years issues by looking at information for childminders online and by discussing practice with other childminders.

### **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	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>	EY461451
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	918497
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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

