

Inspection date

20/11/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides a bright and welcoming environment for children. They have excellent opportunities to make their own choices in play, including choosing when they want to play outdoors. Therefore, children are very happy and they approach their play with great enthusiasm.
- There is an inspiring balance of child-initiated and adult-led play, which ensures children's emerging interests are very well planned for.
- The childminder uses her excellent observations of children effectively. This results in children making significant progress towards the early learning goals.
- The childminder develops very positive partnerships with parents and involves them fully in their children's care and education.

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 participating in activities and interacting with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's developmental records, planning documents and a selection of policies and procedures, which include safeguarding procedures.
- The inspector took into account information provided by parents.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder was registered in 2013. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children in a residential area of Gosport, Hampshire.

There is a rear garden available for outside play. The childminder provides overnight care. She provides care Monday to Friday, all year round, except public holidays. Her normal hours of operation are 7am to 7pm but she will consider working outside these hours to suit parents' requirements. The childminder has an appropriate early years qualification at level 3. The childminder is currently caring for 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:

- provide further opportunities in outdoor play to support children's sensory experiences.

Inspection judgements

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

Children make exceptional progress in their learning and development. This is because the highly knowledgeable and experienced childminder supports children's progress and development extremely well. The childminder fully understands how to best implement the Statutory Framework for the Early Years Foundation Stage. The childminder effectively uses her observations to identify children's learning needs, which enables her to plan a very exciting range of activities to support their progression. She is actively involved in children's play. She uses her effective teaching methods, such as using open questions, to ensure children are interested and challenged in their learning. Consequently, The childminder supports all children to make excellent progress in their learning, which prepares them well for school. For example, children are active learners, they are willing to have a go, are confident and enjoy their learning. Children's extremely well presented development records which include their next steps in learning are shared with parents. This means parents can support their child's learning at home.

The childminder provides a bright and welcoming learning environment for children to play. She effectively organises a very broad selection of resources around the home to enable children to initiate their own play. These resources cover all areas of learning and provide plenty of variety for children. Therefore, children are happy, independent learners, who approach their play with enthusiasm. For example, children have the confidence to ask to play outdoors, where they enjoy exploring the mud kitchen making magic potions

and mud pies. However, there is further scope to add more sensory experiences in outdoor play. The childminder positively interacts with the children and she provides fun activities to effectively support their language and communication development. She encourages younger children to learn new words and extends their vocabulary through fun songs, rhymes and by using story sacks. Children eagerly select, name and talk about puppets from their favourite stories as they explore the content of the story sacks. Young children have very good opportunities to develop their early literacy skills. They enjoy making marks and patterns using a very wide range of creative media, which supports children's early writing skills. Children love looking at books; learning through the many labels and signs around the home, they begin to recognise that print carries meaning.

The childminder engages children in many worthwhile activities to promote their mathematical development. For example, when reading favourite stories the childminder invites children to identify larger and smaller amounts of porridge in a bowl. In addition, children count as they scoop up cornflakes and pour into trucks discovering that if they add too much the cornflakes will overflow. Children notice that they have added too much and remove some. The children are creative and imaginative learners, which fosters their development in expressive arts and design. They enjoy exploring different textures and media, such as cornflakes, spaghetti and shredded paper. Children use their imaginations extremely well because they have very good opportunities to engage in role play. For example, serving and selling real fruit and vegetables or using logs and blanks to build in garden play. Overall, children are developing excellent skills in preparation for their next stage of learning and skills required for school readiness.

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

Children form very close and affectionate relationships with the childminder and other children and are extremely happy and settled. The childminder has a very caring approach towards the children and actively responds to their individual needs. For example, she pats and cuddles younger children as they go off to sleep or are in need of reassurance. Children are exceptionally independent, motivated and focused throughout the day. This is because the childminder joins in play sensitively supporting young children in exploring and discovering new things. Children play co-operatively and learn to negotiate with others, as they make their own decisions in the highly stimulating and lively home environment. For example, as they move freely around the rooms making decisions in what they want to play with. The childminder is a very good role model to the children as she talks to them respectfully. Children behave well as they learn how to manage their own behavior, through consistent rules, which the childminder positively reinforces.

The childminder promotes children's good health extremely well. They enjoy a wide range of healthy snacks and meals. Children develop independence as they spread crackers with cheese, cut fruit and pour their own drinks at meal times. Children take great delight in playing in the garden, where they grow their own healthy crops of vegetables and soft fruits. In addition, they enjoy picking apples and pears from the fruit trees to eat at meal times. This teaches children from an early age the benefits of leading a healthy lifestyle. The home environment is very well resourced which inspires children's play and learning.

There are many natural resources, such as recycled resources, for example, boxes, cartons, wooden logs, and tyres in garden play and they can help themselves to these, leading their own play and becoming independent. Children self register by recognising photographs of themselves hanging on their coat peg. This encourages them to feel they belong and have their own place at the childminders home.

Children benefit from many walks and visits within the community, which helps them learn about their immediate environment. For example, jumping and splashing in puddles or observing the changing seasons. The childminder uses these spontaneous opportunities to draw children's attention to difference such as ice freezing over puddles, frosty spider's webs or berries forming on bushes. They collect different shaped stones as they walk along the beach or simply enjoy caring for other living things such as feeding the ducks at a local park. The childminder takes children to stay and play groups to experiences different activities and resources such as music and dance sessions and the celebration of cultural festivals.

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

The childminder demonstrates an excellent knowledge and understanding of the Early Years Foundation Stage framework. She refers to current documentation to help her identify children's developmental stages. This supports her in identifying any emerging gaps in children's learning and responding to them as appropriate. The childminder is aware of the requirements and has supporting documentation in place to provide parents with a clear picture of their children's development by completing the Early Years Foundation Stage progress check between the ages of two and three years.

The safeguarding requirements are extremely well met. The childminder is very clear about what action she would take should she have any concerns about the welfare of a child. Parents understand her responsibilities, as they are aware of these through her written policy. The childminder has clear written risk assessments in place to ensure that hazards are minimised. She is aware of being vigilant on outings. The childminder is totally committed to continuous professional development and has attended a number of workshops such as observing, assessing and planning and Early Years Foundation Stage Framework in plain English. The childminder has recently completed a robust self-evaluation training programme. This allows her to constantly reflect on her practice taking into account the views of parents and older children. Suggested ideas from local authority coordinators, parents and older children are taken seriously, handled sensitively and their views are respected and used to inform future practice. For example, developing mathematics and enhancing resources for school age children. In addition, the childminder is a mentor offering support and advice to other childminders in curriculum planning and sharing good practice.

The childminder has established highly effective partnerships with parents. They are warmly welcomed and positively encouraged to be actively involved in the children's learning. Parents receive a comprehensive range of information about the childminding

service. Parents are extremely pleased and complimentary about the care offered. Many speak of the excellent progress their children have made and how well their children have settled. Parents comment 'my children are happy and confident'. Parents comment that they enjoy logging in to a computer programme to read and view their children's progress records and photographs, in particular those parents serving in the armed forces. The childminder quickly identifies and meets all children's needs through her highly effective partnerships with external agencies and other providers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY460325
Local authority	Hampshire
Inspection number	913623
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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