

Inspection date

Previous inspection date

04/12/2013

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

- Children are cared for in a nurturing and supportive environment. They are secure and form close bonds and attachments with the childminder.
- Partnerships with parents are highly effective and contribute to children's well-being at the setting and their continued learning at home.
- The childminder sensitively joins in with children's play and the quality of her teaching is good. She confidently extends children's vocabulary and helps them build on their language skills.
- The childminder encourages children to become independent from an early age.

It is not yet outstanding because

- There are fewer opportunities for children to use a range of resources in the garden in order to maximise outdoor learning opportunities.
- There are good systems to manage children's behaviour; however, these are not always fully understood by young children.

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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities in the main downstairs rooms and garden.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents through written letters prepared for the inspection.

Inspector

Maria Lumley

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and pre-school child in Calmore, near Totton, Hampshire. All areas of the house are available for childminding. There are currently three children in the early years age range on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family have a pet cat.

What the setting needs to do to improve further

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

- develop the use of the outside play space further to enable children to explore all areas of learning.
- increase younger children's awareness of sharing by introducing visual prompts.

Inspection judgements

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

The childminder has a strong knowledge of how children learn and how to provide challenging activities to help them to take the next steps in their learning. She is skilful in meeting the needs of very young children and has a clear idea of the skills children need in readiness for the next stage in their learning, such as school. She supports their independence well and young children are encouraged to 'have a go' at putting on their shoes and using wipes to clean their own hands. The childminder carefully plans the move from home to the childminding setting through initial visits to families' homes. Consequently, both children and parents become comfortable and confident with her. She gathers information about the children's care routines and abilities from parents during these sessions. This means she can plan to meet children's needs from the outset. She provides parents with good quality information about their child's progress and how they can support their child's learning at home.

The childminder provides opportunities for children to develop early writing skills. For example, they enjoy mark making as they explore moving their hands through paint and moving frozen paint cubes on paper. The childminder talks to the children throughout their play. She responds to their early communication as they gesture and use simple words. The childminder extends children's vocabulary by introducing new words, which they imitate. She asks children if they can bang the drum and shake the tambourine at music sessions, they demonstrate their understanding as they follow her instructions.

The childminder promotes children's learning as they show natural curiosity in the world around them as they play in the garden. She points them to the sky when they hear 'planes fly overhead and say 'digger' when they hear workmen drilling the roads. Children delight as they blow bubbles and catch them in their hands, watching with intrigue as they float upwards. They are excited as they play with the silver emergency blanket, scrunching it up and listening to the sound it creates. The childminder organises a group game and the children wave the blanket up and down, running under it. She uses effective teaching methods to support children's learning as they play, talking about 'under' and 'over' as they run. The childminder has designed the garden to allow play in a range of weather conditions with hard and soft surfaces. Local parks also provide equipment to support children's climbing and balancing skills.

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

The childminder builds strong relationships with the children and their parents and gets to know them very well. These links are initiated at a home visit before children start in her care. The childminder responds quickly to children's emotional needs. When children start to rub their eyes she identifies this as a sign that they are becoming tired, putting them down for a sleep where they quickly settle. On waking, the children receive lots of cuddles and kind words which help them feel secure. Children take great delight as they look at photographs of themselves and their friends, pointing out pictures of them at the park and farm. These images enable children to develop a strong sense of belonging. The childminder helps them to understand the importance of a balanced diet and exercise in the fresh air. The meals provided are freshly prepared and include a wide range of fruits and vegetables. Children also have easy access to drinking water throughout the day. Children have regular access to the outside play space and local parks for physical activities. The play space inside the home promotes children's independence well. Children freely choose from a wide range of resources and are delighted to discover new play equipment such as a pirate ship, which immediately captures their interest. However, there are fewer opportunities for children to use a full range of resources in the garden in order to maximise outdoor learning opportunities.

The childminder manages the children's behaviour in a very positive way, praising the children and using distraction. She helps them learn to negotiate with one another when two children want to use the sit and ride car, kindly asking one child to wait a minute. However, there are no visual aids, such as timers, to help young children understand the concept of time. The childminder celebrates their achievements, such as their playing of musical instruments, and this produces a positive atmosphere of success.

Children start to understand about safety issues as they have things explained to them, such as taking care when stepping over the doorframe as they move between the indoor and outdoor environments. They take part in monthly fire drills so they learn how to behave in an emergency.

The effectiveness of the leadership and management of the early years

provision

Children's safety and welfare is promoted well because the childminder is knowledgeable about safeguarding and keeping the children safe. She is able to identify potential concerns with regard to children's welfare and knows the correct procedures to refer any concerns. The childminder carries out effective, daily risk assessments, indoors and outdoors and additional ones for visits to the park, zoo and farms. This helps to ensure children are protected from harm.

There are effective policies, which underpin the welfare requirements of the Early Years Foundation Stage, which are shared with parents and are applied in the setting. Children are progressing well from their initial starting points and the childminder uses observation, assessment and planning effectively to meet the needs of individual children. She has a clear understanding of building on children's prior knowledge and incorporating all areas of learning in her planning. Children's assessments are accurate and demonstrate that they are making good progress for their age and stage of development. The childminder has developed relationships with other providers caring for children. The systems to share information support continuity for those children who attend more than one setting.

The childminder builds good partnerships with parents. She develops effective communication through talking with parents each day about children's care needs. Parents written comments reflect their high regard of the childminder's practice and include, 'â€¢(she) treats them as unique, individual children who have different needs and abilities', 'â€¢exceptionally good quality care' and 'â€¢regular updates and pictures are very much appreciated'

The childminder continually reflects on her provision to see how she can make activities and the general organisation better for the children she cares for. For example, she researches new ways of resourcing activities to maximise children's learning and enjoyment. The childminder seeks the views of parents through questionnaires which ask them to grade the quality of the activities, food and snacks, and overall care she provides. Response from parents is very positive. The childminder liaises with her network co-ordinator regularly and receives written reports; these help her to identify her strengths and areas for development. She works closely with other local childminders where they exchange good practice and new ideas. The childminder is in the process of securing training courses to extend her knowledge and to continually improve 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

Unique reference number	EY463079
Local authority	Hampshire
Inspection number	923130
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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