

<b>Inspection date</b>	04/11/2013
Previous inspection date	11/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
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**

- Children form extremely secure, emotional attachments because of the sensitive, skilful support they receive from the childminder and her assistants.
- Tailored, purposeful interactions by the knowledgeable childminder means children are making exceptional progress.
- The childminder uses highly successful partnerships with parents and other professionals to help identify and support children's individual needs extremely well.
- The cycle of observation, assessment and planning is precise and sharply focused according to children's individual learning needs and interests.
- Effective joint working between the childminder and her assistants results in the efficient, smooth and safe running of her service and continually brings about improvements that benefit 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 observed activities both indoors and in the garden.
- The inspector had discussions with the childminder, her assistant and children.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector took account of feedback from parents in questionnaires and in children's records.

## Inspector

Jacqueline Munden

## Full report

### Information about the setting

The childminder was registered in 2005. She lives with her husband and two children, both of whom are in full time school, in a house in North Warnborough, Hampshire. All areas of the house are used for childminding. Toilet and sleep facilities are on the first floor. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide funded early years education for children aged two, three and four years. There are 10 children on roll, five of whom are in the early years group. The childminder supports children with special educational needs and/or disabilities. The childminder holds a foundation degree in early years. She employs four assistants on a regular basis, one of whom holds, and another is working towards, a relevant qualification at level 3.

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

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

- extend opportunities for children to be independent at mealtimes to further enhance their preparation for the next stages in their learning.

## Inspection judgements

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

Children are acquiring excellent skills for the future. The enthusiasm and high expectations the childminder and her assistants have for each child means that they are exceptionally well-prepared for their next stage in learning. The childminder and parents work extremely closely together to support children's learning needs from the outset. Parents share information with the childminder about their children's starting points during initial meetings. The childminder continually develops her knowledge of children's abilities through her observations. She makes precise assessments of children's levels of development and makes effective plans to help progress children's learning. The plans are shared with her assistants so they are fully aware of each child's area for development and are consistently worked upon. Parents are fully involved in their child's development as they are free to view and contribute to their children's written records at any time. The childminder supports parents to promote their child's learning at home. For example, she provides information about the methods for signing that she and her assistants use to aid communication with children and that parents can continue at home. As a result, children make excellent progress. Assessments feed into the progress check on children's development when they are aged two.

The childminder plans many enjoyable activities that stimulate children's interests and that

promote all areas of learning; in particular, their language development. She uses the local environment extremely well and takes children to places to offer them new experiences such as a train station. Photographs show children smiling and enjoying the outing. They relish riding on the train and seeing the people working on them. The display of photographs triggers discussion with the children. This promotes children's speaking skills very well and encourages parents to talk to their children about what their children have done with the childminder. When the childminder's husband arrives home from work, he is wearing a high visibility jacket. Children point to him saying 'train' as they recall seeing staff at the train station wearing the same jackets. This shows that the trip had a highly positive impact on them and their learning as they make these connections. An assistant sits on the floor with children playing with the model trains. She recognises that activities like manoeuvring the trains, helps children develop coordination skills and explains that children are able to manage a spoon now and feed themselves. This shows she is clear about how children learn and develop skills.

Children initiate their own play as they freely select from the many books and toys that they can easily reach. The childminder gets fully involved in their imaginary play and happily acts as the patient when they play doctors. She skilfully asks many questions and uses words to extend children's understanding. She points to show where the heart is and says they can use the syringe to give her an injection. Children develop coordination as they wind bandages around her leg. This helps children learn about their bodies and to talk about their own experiences at the doctors. Children excitedly show the childminder a book and together they look at the pictures, counting the objects and talking about what they see. The childminder moves her finger through the picture of a maze, using words extremely well to describe the direction she is moving in. Children join in and show they are learning and understanding the actions, for example, as they say 'up', 'down' and 'round', as they trace their finger along the lines. This shows they are learning early mathematical skills and new words for their actions.

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

Children have excellent relationships with the childminder and the assistants who regularly care for them. Children run into their arms and cuddle them showing they feel completely at ease and feel secure. They are happy and ready to learn as a result. Effective procedures for settling children into the setting are followed in accordance with parent's wishes. The childminder is highly sensitive to children who take longer to settle and makes sure their favourite toys are available to help them feel secure. She and her assistant are always close by and offer comfort when needed, gradually helping children to become more confident. This has an excellent impact on children's emotional well-being.

Children feel valued and develop very high levels of self-esteem as the childminder uses exciting activities to involve them and their parents. For example, children take home 'Gulliver bear' and keep a diary of his travels with them and their families. Parents thoroughly enjoy being involved in this way and have provided shoes and clothes for the bear. Children relish looking at photographs of themselves with Gulliver, which parents put in the diary. Children's behaviour is very good as they are interested and engaged in their

play. They respond extremely well to the gentle and consistent reminders to take turns with toys and to consider others. They are encouraged to 'use your words' and given time to express how they feel. As a result, children show they are developing extremely effective ways to manage their feelings. This has a highly positive impact on their attitude to their future learning and emotional growth.

Children show an excellent understanding of safety. For example, they understand the need to wear high visibility jackets when they are out walking and learn to cross the road safely. As a result, they develop an extremely good awareness of staying safe in different situations. The childminder and her assistants effectively support children in developing healthy lifestyles. Children follow effective hygiene routines and drink frequently to keep hydrated. They develop healthy bodies as they play and exercise each day outdoors. The childminder uses a wide range of resources, which meet the developing needs of all children very well. The childminder is very clear how she is supporting children for the next stages in their learning. She helps them to become independent in their self-care as they put on and take off their coats and shoes. This is occasionally less evident at mealtimes as some children are given foods from their lunchboxes. This means children are not selecting and unpacking it for themselves to fully promote their independence. The childminder liaises highly effectively with other settings that children attend. They share information that helps to ensure continuity in the unique needs of each child.

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

The childminder has an excellent understanding of her responsibility to meet the safeguarding and welfare requirements. She demonstrates diligence in promoting effective safeguarding practices. For example, she obtains photographs of any adult that parents say is going to collect a child. She has robust systems to ensure each of her assistants are suitable to work with children. The childminder ensures her assistants fully understand all of her policies and procedures that promote the health, safety and welfare of children.

The childminder and her assistants regularly update their child protection training and have an excellent knowledge of the procedure to follow should they have a concern about a child. The childminder carries out comprehensive risk assessments regularly to ensure that children are safe in the home and on outings. Her assistants are very clear on the safety procedures they are required to follow when they are in sole charge of the children. The childminder fully involves parents in deciding how photographs of their children may be used and stored. This shows the childminder's excellent understanding of keeping children safe and of working with parents.

The childminder demonstrates an extremely secure understanding of the learning and development requirements. She is an experienced childcare worker and supports other childminders. She is registered to receive funding for delivering early years education. The childminder monitors children's development to help her ensure the educational programme is highly effective. This helps to ensure that all children make the best possible progress, including those with additional needs. The childminder frequently

evaluates her practice and that of her assistants. She is an excellent role model and helps them to develop their practice by involving them fully in making improvements to the service she provides. The childminder is constantly improving her already excellent knowledge and skills by attending training and researching subjects. She helps her assistants to increase their skills by demonstrating superb practice and encouraging them to attend training. For example, the childminder and an assistant attended training in sign language. They both use the signs to aid communication with very young children and those with speech and language difficulties. This has a highly positive impact on children's learning and development.

The childminder seeks feedback from parents and children to help shape her provision. The childminder builds highly successful relationships with parents and others involved in children's care and learning. The childminder refers to 'working as a team' to promote excellent outcomes for children. Parents receive daily written and verbal communication and regular more structured reporting sessions on children's learning and development. Parents report extremely positively of the service she provides. The childminder works extremely well with others to ensure children's needs are quickly identified and effective support is put in place.

### **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>	EY320616
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	941476
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/08/2009
<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

