

Inspection date

Previous inspection date

02/01/2014

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 is enthusiastic and offers children a stimulating environment to play in.
- The accurate understanding of each child's development and care needs enables the childminder to support their learning through their play.
- The positive and worthwhile relationships with the parents keep them fully informed of their child's progress, and how they can extend the learning at home.
- The childminder offers children a wide range of activities, and uses her initiative so that children make good progress in their all round development.

It is not yet outstanding because

- There are limitations in the resources that promote children's understanding of the diverse world they live in.

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 the interaction between the children and the childminder.
- The inspector sampled the information kept on the children, including their observation files.
- The inspector sampled the childminder's policies and procedures.
- The inspector read the self-evaluation form the childminder had written.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two school age children in Yateley, Hampshire. The home is within walking distance of local schools and shops. The downstairs of the property is used mainly for childminding, and upstairs for sleeping purposes. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register, and the compulsory and the voluntary parts of the Childcare Register. There are currently two early years age children on roll.

What the setting needs to do to improve further

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

- develop further the use of resources to help children to learn about positive attitudes and to recognise their own differences and similarities.

Inspection judgements

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

Children are making good progress in their learning due to the skills and interaction of the childminder. Her positive interaction and imagination enables her to teach the children through their play. She repeats their words clearly, modelling correct language, which builds on their vocabulary. The childminder's broad range of activities and her childcare knowledge enable children to learn about shape, pattern and size. For example, she offers the children colourful pasta shapes whilst they play with dough. This promotes discussions about Christmas and the patterns they have previously made when exploring aspects of Divali. The childminder skilfully incorporates recent experiences, encouraging children to think about and recall previous events, which helps develop their language further.

The childminder brings stories to life as she adds props, such as a blue scarf to represent water and brown material to form a bridge, which the children try to 'balance' across. This successfully links physical activities with language and literacy.

The childminder organises her garden well to enhance the children's learning experiences. Her knowledge of the children results in them having a broad range of worthwhile activities to enjoy and learn. Some of the children enjoy 'fishing' in the water finding different shaped letters, and confidently identify some of them. Others play in the recently created mud kitchen, digging, pouring and transferring water and earth into different size pots. Children make large marks using different coloured chinks on the blackboard, developing their pre-writing skills. Those who wish to can play in the enclosed trampoline; others choose to use the large vehicles in the sand tray to scoop and move sand around. In addition to the open-ended questions, the childminder talks to the children,

encouraging them to describe what they are doing. They learn about the order of number as they help her number the paving slabs, underpinning their understanding of how different shapes represent numbers. All of the activities and the worthwhile interaction from the childminder help create children that are interested in learning and have the confidence and skills to progress.

The childminder has undertaken two-year-old assessment checks, which she shares with parents. From the information gained, the childminder is able to identify next steps in learning, which she successfully links into the children's play. This promotes children's learning effectively. Relationships with parents are strong and worthwhile. The childminder gathers good quality information about each child when they start so that she is fully aware of and can respond effectively to their individual learning and care needs. There is extensive information recorded in children's daily diaries, and daily discussions take place. These are effective in ensuring that parents are fully aware of their child's experiences and their next stage in learning.

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

Children feel comfortable and make secure attachments with the childminder. The depth of understanding the childminder has about the children enables her to respond immediately to their individual needs. She reacts to their simple words and gestures by positively interacting with them, responding to them, repeating what they are saying. The childminder has extensive conversations with parents when the placement first starts to ensure that the children's transition from home to her setting goes smoothly. Several meetings take place both in her home and in theirs, helping them to know each other well and feel secure. This promotes the children's sense of security and well-being, preparing them well for this next stage in their development.

Children are learning to manage their behaviour and have consideration for each other. They receive regular reminders to share, and are praised when they do so. They clearly know the house rules as they go to the bathroom to wash their hands before snack time, drying them on their own colour-coded towels. The childminder talks to them about having their hands and the surfaces clean before they eat. Children are learning about staying safe as the childminder reminds them not to run in the kitchen, and to hold onto the pushchair when they are out walking. Whilst they help to clear some of the resources away, the childminder talks to them about the dangers of having too many toys out.

Children have a wealth of good quality resources to play with; the childminder uses her imagination and initiative to create interesting and stimulating resources. There are different areas in the playroom, from a reading area to a 'cool off' corner with soft cushions and books. Outside there are 'dinosaur lands' and 'mud kitchens' to play in. Children have planted vegetables and eaten the results at snack time. The childminder uses resources already in place to extend children's learning, for example, getting them to help number the paving slabs. There are fewer resources to help children learn about different cultures and the differences and similarities they see in themselves and each other.

The childminder's commitment to safeguarding the children promotes their well-being. She ensures that all areas and resources the children use are safe and suitable for their stage of development. Safeguarding training has been undertaken, resulting in her having a clear understanding of her role and the procedures to follow if she has a concern about a child.

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

Children receive a broad range of activities, which the childminder plans, to help her support children's learning. Her understanding of how to promote all areas of learning and the children's individual learning needs results in children engaging and learning through their play. The childminder undertakes accurate observations on each child and tracks their progress, this results in her successful planning for individual children, enabling them to make good progress in their all round development.

The childminder continually assesses her practice. She responds to the views of parents and the children's reactions to inform her of any changes she needs to make. She creates action plans to bring about effective changes, for example, the outdoor kitchen and reading area. The childminder is committed to offering the children and their families a welcoming, safe and inspiring service in which they can all feel secure, and where children learn through their play. She is enthusiastic, and completes courses and research on how to offer the children a stimulating environment with challenges that they enjoy and learn from. The childminder is undertaking a qualification in childcare to increase her knowledge and skills to further promote positive outcomes for children.

The childminder has close and worthwhile relationships with parents. They discuss the children everyday, and a two-way daily diary is in place. This allows parents to record information, including 'wow' moments their children have at home, and it keeps them informed of the experiences their children have with the childminder. Parents access the observations and photographs kept on their children when they wish, and discuss the assessments the childminder makes on their children. This keeps them fully informed and enables them to continue the learning at home.

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 | EY463816 |
| Local authority | Hampshire |
| Inspection number | 923135 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 5 |
| Number of children on roll | 2 |
| 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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