

Inspection date

Previous inspection date

13/01/2014

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 has a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and makes good use of her observations and assessments to plan fun experiences for children, which support them to make good progress in their development.
- The childminder establishes warm relationships with children in her care. Consequently, children develop good self-esteem, settle well and have positive attitudes towards learning.
- The childminder attends appropriate training to stay up to date, develop her own experiences and continues to develop her knowledge and skills in order to drive continuous improvement.

It is not yet outstanding because

- There are fewer opportunities for children to learn about the wider world, through a range of toys and resources that reflect diversity, including disability.

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 spent time observing the childminder in the main room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled children's observation records, a selection of policies and children's records.
- Feedback took place with the childminder about the outcome of the inspection and the recommendation raised.
- The inspector took account of the views in parent's written references.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their school aged child in Odiham, Hampshire. Childminding takes place on the ground floor mainly with the bathroom and sleeping facilities upstairs. There is an enclosed back garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children within the early years age range who attend on a part-time basis. The childminder walks to local schools and facilities in the village.

What the setting needs to do to improve further

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

- provide more opportunities to strengthen children's understanding of the world in which they live by increasing the range of toys and resources that reflect positive images and diversity.

Inspection judgements

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

Children enjoy a wide range of worthwhile and engaging activities, closely linked to their individual choices and developmental needs. They can easily access a range of toys and resources, which support their development in all areas of learning. They are very happy in the setting. The childminder offers good support, encouraging children to be active and creative in their participation. They follow their own interests and have fun with the childminder as she takes the lead, turning play situations into simple learning experiences and successfully building on their interests. For example, as they frequently explore their surroundings on walks and the vegetable patch outdoors, the childminder asks appropriate questions about what they see in order to extend their learning. Children benefit from a broad range of activities, outings and play experiences. The childminder engages them in conversation, asking open-ended questions. This encourages children to think and reflect.

The childminder demonstrates a good knowledge and understanding of how to promote children's development, which means children are happy and purposefully engaged. Within the home, there are good quality toys, which children freely access. The childminder undertakes regular observations of what children can do and has devised a system of assessment, which enables her to effectively monitor and track their progress. The childminder continues to make effective use of her observations to plan activities, which support children's ongoing progress. The childminder also takes account of the children's interests and is flexible, as she responds to the children's needs.

The childminder talks to the children constantly, increasing their vocabulary and encouraging them to listen and respond. She models language well. The childminder talks to children about shapes, colours, and what they see when looking at storybooks. This helps to consolidate their understanding of familiar words and concepts. They count the number of paints and talk about numbers when they are playing. Children develop their imagination well, for example, they use role-play equipment and excitedly create imaginary scenes with a pop up tunnel and the toy kitchen. Children have many experiences to be creative as art and craft materials are always available. There are a good variety of pencils and crayons within easy reach for children to use to practise early mark making skills. They are particularly interested in painting and hand printing. The childminder promotes an inclusive environment and spends quality time with the children. However, through their play, children have fewer opportunities to explore the wider world, through a range of resources to support respect of the differences they see in others, cultures and how people celebrate individual traditions all over the world.

The childminder has positive relationships with parents; and shares information on a daily basis, keeping parents fully informed about their children's achievements. For example, the childminder provides ongoing feedback about children through their work, verbal feedback, detailed journals and access to the children's progress records. This ongoing exchange of information and sharing of ideas means there is consistency and continuity for children as they move between home and the childminding provision. Good information is available for parents about the childminder's service, such as written policies and procedures. Overall, children are developing many age appropriate skills and abilities, which help set secure foundations for their future learning.

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

Children are well cared for in a calm and friendly atmosphere. They concentrate on their activities, such as playing with the toy kitchen and exploring hand printing. They repeatedly show great pleasure when crawling through a tunnel for prolonged periods. The childminder knows each child very well. This is because she gathers a good range of information from parents at the outset relating to children's preferences, backgrounds and interests. She is warm and caring and children demonstrate their sense of trust through their warm interactions with her. The childminder is a good role model and uses constant praise to develop the children's self-esteem. The children learn to be independent, for example by feeding and dressing themselves and managing many aspects of their self-care. The childminder respects children's choices about where they want to play and which toys they would like to play with. She helps the children understand right from wrong with clear explanations. Children form close relationships with the childminder.

Children develop confidence in exploring their surroundings. They enjoy finding out what they can do as the childminder has made the home safe. The childminder supervises children appropriately and conducts checks on the home to minimise children's access to any potential hazards. This contributes to children's well-being and helps to ensure that children are safe. The childminder encourages children to adopt a healthy lifestyle. She

promotes good personal hygiene routines and plans daily outings to ensure they have ample fresh air and physical exercise. She works successfully with parents to ensure children have a healthy diet and learn healthy eating habits. Snacks consist of fresh fruit, and meals are nutritiously balanced. Children help the childminder grow produce in her allotment, which they enjoy eating as part of the healthy meal options, such as pumpkin soup. The childminder promotes children's physical development well. They regularly take walks to the local school and visit the local park, where they practise climbing and balancing skills.

The childminder provides children with good opportunities to take part in learning experiences outside of the home. For example, they join in activities at local groups, regularly meet up with other minded children and visit local play parks and the mobile library. These experiences provide opportunities for them to interact with adults and children outside of their immediate carers and to develop good social skills, which will help them with transitions to school.

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

The childminder has made a positive start to her childminding business. She has good policies and procedures in place to help ensure that the children in her care are safe. Parents understand her procedures because the childminder shares them when their children start attending. Children are safeguarded well because the childminder has a comprehensive understanding of her responsibilities within this area and has a range of relevant literature, which she uses to inform her written procedure. She demonstrates a secure understanding of child protection issues and the procedure to follow should she have any concerns. The childminder has a good understanding of risks and supervises children carefully. She checks the premises regularly to be sure they are safe. She has an evacuation procedure, which children practise regularly with her. Toys and equipment are of good quality, suitable for the children's age range and well-maintained so that they are safe to play with.

The childminder demonstrates a strong commitment to the development of the children's care and education. Through her self-evaluation process, the childminder is developing a good understanding of the strengths of her practice and areas that need improvement. The childminder works in partnership with parents and their feedback helps her to evaluate her provision well. She seeks parents' views about her provision through ongoing discussions and invitations to complete written questionnaires. Parents comment favourably about the level of care and learning their children receive. This close link makes an effective contribution to ensuring children's needs are met. Parents appreciate the childminder's planning of fun and varied activities for their children, so that children enjoy learning and develop their curiosity. The childminder collaborates with parents to give the children consistent routines. She is flexible and keen to support each family. She values parents' contributions to her planning where they are able to comment on activities and interests that their children enjoy. She informs parents of their children's progress at collection time, and through attractive written records, so that they can build on this

learning at home if they wish. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities.

The childminder has a secure understanding of her responsibilities in meeting the learning and development requirements. She understands specific assessments, such as the progress check for two year olds, and the importance of identifying any areas where children may need additional help. This ensures that the right support is available promptly. The childminder uses her assessments well to decide what the next steps are for children, and she plans activities to help children meet these targets. The childminder works in partnership with the local authority to develop her practice so that she can improve the opportunities she gives the children. She also meets other childminders and shares good practice with them. The childminder delivers a varied programme of activities, which enables children to develop their skills in all areas of learning. Consequently, children develop good attitudes to learning, as the childminder prepares them well for moving on to the next stage in their education.

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	EY461656
Local authority	Hampshire
Inspection number	924262
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

