

Inspection date

Previous inspection date

14/01/2014

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

- Children feel safe and comfortable with the childminder, which promotes their well being.
- Children have a safe and stimulating environment to enjoy.
- The childminders knowledge of the individual child enables her to effectively plan activities that they will enjoy and learn from.
- The partnership with parents is a strength and results in good communication, offering children continuity of care and learning.

It is not yet outstanding because

- The resources to encourage children's sensory development, such as treasure baskets, are not fully in place.

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 childminder.
- The inspector sampled paperwork kept on the children linked to their progress.
- The inspector read information from the parents about the childminder.
- The inspector viewed the premises and observed and discussed how the childminder keeps the children safe.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two pre-school children in a house in Andover. Her husband is her part-time assistant. Downstairs is the main area used for childminding and there is an area for outdoor play. The family have two dogs. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is one child on role in the early years age range. The childminder also cares for older children on a part-time basis.

What the setting needs to do to improve further

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

- increase the opportunities for children to explore and investigate contrasting natural resources independently, for example, through the provision of treasure baskets.

Inspection judgements

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

The childminder undertakes observations on the children and along with the information gained from parents, she is able to plan children's next steps in learning. The childminder successfully links the next steps into their play, which effectively promotes children's learning.

Young children have great fun as they learn to crawl. The childminder places resources around them, encouraging them to stretch out and reach. This supports their physical and exploratory skills as they move around the room, showing curiosity as they examine the different resources. They play simple games with the childminder using scarves to cover up each other's faces. This fun activity develops children language and their understanding of cause and effect as they pull the scarf off one another, each time discovering 'there they are'.

Children learn about different textures using their sensory skills. However, due to the limited range of contrasting natural material available, they are not able to fully explore and investigate during their play. Children develop their language well. They play with dry pasta and the childminder talks to them about what it feels like. In the same bowl are props that when the children pull them out, the childminder sings to them the song linked to the prop. The childminder enhances the game by adding a wooden spoon. The children increase their physical skills by banging the bowl and pasta so it flies out of the bowl, building on their concentration skills as they focus on the activity. Children are fascinated by the bubbles, watching and following them as they move around them. They are starting to stretch out and reach them looking puzzled as they disappear. They are

learning to use their voice making noises as the bubbles are put away. The childminder responds positively to the children asking 'do you want them again?' They respond with this early language and the bubbles are brought out again. Children respond positively to familiar music, bobbing up and down as they practice dancing, supported by the childminder. Songs are sung to them as they dance with the childminder, developing their communication and language development.

Relationships with parents are strong and worthwhile. Good quality information is collected about each child as they start so that the childminder is fully aware of and can respond effectively to their individual learning and care needs. Observations and assessments are recorded using an electronic system, which is 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 safe in the care of the childminder with whom they have a secure bond. She knows them well, enabling her to positively respond to their signs and babbles. These close relationships enable her to identify, for instance, when they are hungry or when they need a sleep. Children's confidence is fostered through the calm interaction of the childminder. She is a good role model, talking to them calmly, praising their achievements and building on their self-esteem. This is reflected in the happy responses of the young children.

When children start attending the setting, the childminder gathers detailed information from parents. This, with observations from their settling in visits, results in her getting to know their individual needs well before they start. Young children spend most of the day with the childminder and children benefit from this individual attention. This supports children to feel secure with the childminder and fosters a close relationship between them. This gives children a sense of security and emotional well-being.

Children are offered a wide range of healthy and nutritious meals that are suitable for their age range. The childminder helps to wean young children onto food by offering finger food and ensuring that food they are offered are suitable for their stage of development. Children are learning to use a cup by themselves. The childminder sits with them at meal times to make it a social occasion and to role model positive behaviour.

The childminder has a good understanding of how to keep children safe and is knowledgeable about the procedures to follow if she had a concern about a child. She ensures her home is safe and uses for example, stair gates to prevent children accessing areas that may not be safe for them. She risk assesses the environment used by the children to identify any hazards and minimise them.

The environment is welcoming with photographs of the children and their family giving children a sense of belonging. Children access many good quality resources that are displayed at low levels, to encourage even the youngest children to help themselves too. The childminder enhances the selection through her positive interaction, which supports

young children in their all round development.

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

Children are offered a broad range of activities, which the childminder plans to support children's learning. Her understanding of how to promote all areas of learning and the children's individual needs, results in children being engaged and learning through their play. She undertakes accurate observations on each child and tracks their progress. This results in her successfully planning for each individual child, which enables them to make good progress in their all round development.

The childminder has a clear understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Her policies and practice reflect this knowledge, thus providing the children with a well organised but stimulating environment where they feel safe and learn. Good quality information is shared with parents who are very happy with the care and education their children receive from her.

She evaluates her practice with information gained from parents and observing the children. This helps to give her a clear understanding of how to improve her service for parents and children. She responds to suggestions from parents to improve her service. To increase her knowledge and skills further she is undertaking a level 3 childcare course. In addition, she undertakes short courses, for example Makaton, which helps her communicate with children who have limited communication skills.

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	EY464517
Local authority	Hampshire
Inspection number	925128
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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