

**Inspection date**

15/01/2014

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

1

Previous inspection:

Not Applicable

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**

- The childminder's in-depth understanding of the children's needs results in children being extremely well cared for and they make excellent progress in their learning.
- The childminder has a comprehensive understanding of how children learn and how to fully promote their learning in all areas.
- Children are offered a variety of extremely worthwhile and interesting activities that motivate them. Consequently they learn through their play.
- The significant relationships she has with the parents ensure that children are offered continuity of care and parents are fully involved in their child's learning.

## 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 children playing and the positive interaction of the childminder.
- The inspector talked to the children and read references from the parents.
- The inspector sampled the childminder's paperwork that she uses to inform parents and support her practice.
- The inspector sampled the records of development kept on the children.
- The inspector examined the range of quality resources including those the childminder had made to further enhance children's learning.

## Inspector

Amanda Shedden

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and their two young children one of whom is in full time school. They live in Netley Abbey, near Southampton, Hampshire. The home is within walking distance of local schools and shops. The downstairs of the property is used mainly for childminding and upstairs is used for sleeping purposes. There is an enclosed garden for outdoor play. There are three early years children on roll and she also cares for older children. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register.

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

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

- strengthen opportunities for children to explore all areas of the curriculum outdoors to further promote their learning and development.

## Inspection judgements

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

Children are making exceptional progress in their all round development. The childminder is inspiring and flexible and has a thorough understanding of the children's individual learning needs. She is committed to the children, planning activities and events that excite and interest them, which supports each child's progress.

The childminder is innovative in the way she teaches children about the wider world. She uses their individual family backgrounds and knowledge to make experiences real for them. For example, she highlights a world map to reflect where the children's extended families live. She enhances this activity by using photographs of the extended family and post cards and photographs of different artefacts from the countries concerned. From this, children's knowledge is extended further as they talk confidently about other countries, for example, pointing to Greenland saying 'that's where the polar bears live'. Children confidently point out where countries like Bahrain, China and Barbados are. They become aware of different cultures and languages and children can, for example, say 'hello' in Chinese. Therefore, these experiences extend children's learning extremely well.

The childminder enhances her resources extremely well to meet the needs of the individual children. She creates a treasure chest with different resources including stones with numbers written on them. This extends the children's learning as in addition to describing the different contents it encourages their counting and sorting skills. Children are asked to predicate and use mathematical language while they add things to the scales.

The childminder uses highly effective questions to promote the children's thinking and language. They are asked to decide if something is light or heavy, what numbers are on the scale and what number the scale will go up to with the new things on them. Children are very interested and engaged as they try and predicate what will happen.

Children have great fun with paints; the childminder gives them choices of colours with a very good level of support as she helps them learn colour names and the beginning sound of each colour name. She extends and enhances the activity by asking, 'do you know what happens if we mix blue and yellow?' then 'What's happening?' as child mixes the two colours together. She explains these changes extremely well with comments such as 'look, we are starting to get another colour, what do you think it might make?' Children stir and mix other colours and then say 'Orange' to show their understanding. The childminder praises them well. Her questions about the mixing of colours gives them time to answer about the colour they have made promoting their thinking skills. Children concentrate and persevere enjoying their creations and proudly displaying their finished pictures.

The childminder continually assesses the children's progress and uses this information to plan exciting activities that will promote children's learning further. Children who are two years old have an additional assessment where next steps are identified and shared with parents. The childminder creates and offers many different learning opportunities for example she has created a maths corner and a quiet area under a blanket. She takes the children to groups and a Forest School offering them opportunities to socialise with other children and extend their learning in other environments.

Relationships with parents are extremely strong and worthwhile. Good quality information is exchanged through discussion, daily diaries and an electronic system. This results in parents being fully aware of their child's experiences, offers continuity to the child and gives parents ideas of how to extend their child's learning at home.

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

The extensive knowledge the childminder has of each child results in her being able to meet their care and learning needs. These close relationships support the children feeling safe and form secure bonds with the childminder. This gives children a sense of security and emotional well-being in readiness for learning.

The childminder gathers considerable information from the parents before she starts to care for a child. She undertakes home visits and their settling in period is individual to their needs, which makes children emotionally prepared for this next stage in their development. During these visits she observes the children and talks to the parents about the child's care and their developmental stage. This enables her to plan her day around their care needs and plan activities that they will enjoy and learn from immediately. This also means that children can become familiar with the childminder before she starts to care for them.

Children's confidence is fostered through the calm and fun interaction of the childminder.

She is a good role model, talking to them clearly and calmly praising their achievements and building on their self-esteem. The children play with each other very well and will call out 'we are sharing'. The children are learning to respect each other. They use their good manners extremely well. For example, one child moved a chair so their friend could get by and the other child thanked her for doing so.

The childminder has an exceptional understanding of how to safeguard children and the procedure to follow if she had a concern about a child. Her policy is shared with the parents so they both have an understanding of each other's responsibilities. She undertakes formal risk assessments and daily checks so that all the environments the children use both inside and outside the home are safe. Children engage in activities where they learn about keeping themselves safe such as talking about how to be safe when undertaking the school run. Children are asked why they shouldn't put knives in their mouths promoting the children's ideas and thoughts of how to keep themselves safe. When going upstairs they talk about how to stay safe on the stairs. They respond with 'no pushing; hold on', to demonstrate their understanding.

Children are becoming confident and motivated learners. The childminder offers opportunities for children to increase their independence and develop new skills. This is particularly evident during lunch time. They climb up on the step to wash their hands before helping to get the crockery and food onto the table. They sit together at the table and use tools such as knives with increasing competence as they make their sandwiches choosing the fillings they enjoy. Younger children are given support as they are learning to use spoons to feed themselves. The childminder offers children an extremely good range of meals and snacks that are healthy and nutritious and meet the requirements of each child.

The childminder's home has a significant impact on the welcoming of children and giving them a sense of belonging. They hang their coats up under photographs of themselves, their art work is displayed and they are free to choose where to play downstairs. The comprehensive range of stimulating quality resources are displayed in both rooms to encourage children to help themselves to resources. If the resource is not down low then there are picture books showing other resources that the children can choose to engage with. The outdoor area has many stimulating and exciting resources for the children for example a mud kitchen area. However, the garden is not yet fully developed, which slightly reduces opportunities to encompass all areas of learning. The low level table with a roll of paper and various writing and drawing implements is particularly popular and fully promotes children's emerging writing skills. Children are confident to ask when they want to play with other resources for instance one child wanted to play blow the ball. This involves scrunching up silver foil which they get out of the draw along with a straw creating a game from household materials. The childminder is highly successful in enhancing the selection through her positive interaction as she plays with the children, which helps develop their knowledge and skills. These experiences build children's confidence and consequently children are exceptionally well prepared for school.

## provision

The childminder has high aspirations for both her and the children she is caring for. Her thorough knowledge of each child results in her planning worthwhile activities, which fully support the children's rapid progress. The childminder is able to quickly identify any needs the children may have and include these in her plans to support their development fully. She monitors their individual progress effectively well across all areas of learning to inform her planning. She sets excellent challenges for children in order to consolidate their learning and support their moving on to the next stage of their development.

The childminder has a thorough understanding of all of the requirements of the Statutory Framework for the Early Years Foundation Stage. She strives to maintain her high professional standards by regularly attending relevant training and researching any aspects that she feels she could develop further. In addition to the short courses she is studying to gain a level 3 qualification in Childcare and Youth studies. This demonstrates a significant commitment to ongoing professional development to maintain her very high standards. She is enthusiastic and creates and maintains her paperwork to a high level.

The childminder continually evaluates her practice using her observations on the children and information from parents. From this information she creates comprehensive action plans that clearly identify what will develop her practice further. She has made many changes to her practice since starting childminding to improve the outcomes for children. For example the children have a quiet covered area in one of the rooms where they can snuggle down and have a quiet time if they wish to. Resources are displayed in both rooms and children are encouraged to use both rooms to play in.

Partnership with parents is extensive and purposeful. In addition to daily discussions, and diaries they are aware of the week's plans. This, with the electronic recording of the children's progress keeps them fully informed of the experiences their children are having. They are encouraged to share and comment on the information about their child in their on line individual learning journeys. They are given comprehensive quality information about the childminder's practice, making them fully aware of each other's responsibilities. Parents state how happy they are with the care and education their children receive. They are extremely pleased with the rapid progress their children are making. Partnerships with others are extremely strong and beneficial. This results in children having consistency supporting them to make significant progress in their learning.

## 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

<b>Unique reference number</b>	EY463202
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	924547
<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>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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