

Inspection date	20/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 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 considerable knowledge about child development and each child's individual abilities enables her to instantly and easily adapt play and resources to stimulate and challenge all ages effectively.
- The childminder has fully comprehensive systems of record keeping, which successfully and continually support all areas of the provision, and demonstrate her significant understanding of the requirements.
- The childminder successfully engages with parents in many ways and in every aspect of their children's care and learning. This fully motivates parents to recognise and respond to children's progress.
- Children are very happy and settled, they flourish in the child-centred environment and consequently, their progress in development is rapid.

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 viewed the ground floor premises used by children.
- The inspector interacted with the childminder and her co-childminder, observing the children during activities and daily routines.
- The inspector viewed a range of documentation.
- The inspector gave the inspection judgements and provided feedback.

Inspector

Christine Clint

Full report

Information about the setting

The childminder registered in 2013. She provides care for children in the family home she shares with her parents. The childminder works with her sister, who is also a registered childminder at this address. The house is in a residential area of Lovedean in Waterlooville, Hampshire. Childminding takes place on the ground floor, where children have access to a large conservatory/playroom and the sitting room for quieter activities or sleeping. There is a toilet on the ground floor. Children also have access to the dining room and the kitchen. There is a secure garden for outdoor play, which has a patio with steps to the lawn. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder has a degree in Childhood and Youth Studies. She is currently sharing the care of nine children on a part-time basis with her co-childminder. All children attending are in the early years age group.

What the setting needs to do to improve further

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

- increase opportunities for all children attending to brush their teeth during daily care routines and in this way extend their understanding of healthy practices.

Inspection judgements

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

The childminder plans and provides a highly stimulating environment to meet the needs of the young children attending exceptionally well. She has significant experience in promoting children's individual development, and continues to positively support families where children have special educational needs. The childminder meticulously understands each child's level of progress. She plans challenging and stimulating daily activities to meet their needs, especially the prime areas of learning. For example, encouraging babies to successfully gain mobility, and constantly supporting them when they keenly try to communicate through sounds and gestures. The childminder plans and provides sensory toys to encourage babies to explore with their hands instead of their mouths. This effectively increases children's interest and exploration of resources. Children show significant ability in completing puzzles and understand how the pieces fit together. They are beginning to recognise and name colours and notice shapes. They show delight and excitement throughout their play, and because they have high levels of attention from the childminder and her co-childminder. For example, they build tall towers with bricks, matching these with their different heights and learning to count and use new words to describe size and quantity. Children have ample opportunity to repeat words to increase and develop their vocabulary as they learn to communicate their needs and ideas. Younger children spend extended times slotting all the bricks into the shape sorter and the

childminder notices that children do not match some shapes correctly, although they still fit. She gently encourages them to match the squares and cylinders, and praises and claps to signify when they succeed, this encourages children to eagerly repeat the activity. The childminder enthusiastically changes activities, from puzzles and construction with bricks to using the tunnel and the play tent. She plays music and encourages children to use the musical instruments and practise rhythms. Children find books and read from pictures together, naming what they can see and fully developing their skills of communication and language. In this way, the childminder provides an extensive variety of experiences to meet children's varied levels of progress, and she works with them individually to follow the plans she has in place for their learning.

The childminder has highly effective systems to assess children's progress in development. She comprehensively observes and records children's actions and responses; she plans their next steps in development and shares these very frequently with parents. This includes regular summaries of children's progress and a detailed assessment at the age of two years. These thorough assessments enable parents to work very effectively with the childminder, by sharing their observations from home, and making suggestions for children's ongoing development. In this way, the childminder shows that she is working cohesively and successfully to narrow any gaps in children's achievements, which enables them to flourish and make rapid progress.

The childminder fully recognises the need to prepare children for future learning. Her previous work in schools enables her to understand and develop children's capabilities efficiently. For example, children are increasing their ability to listen and respond; they are extending their concentration times. They know the daily routines and purposefully assist at tidy up time. Children recognise the need to label their work and this demonstrates their understanding of written text carrying meaning. The childminder fully meets all children's needs and extensively supports their progress across all areas of learning.

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

Children are very happy, settled and highly interested in all the activities the childminder provides. She has a dedicated playroom to meet children's needs and includes a very wide range of resources to support children's all round development. The childminder works closely with her co-childminder to meet the children's individual needs and together they have fully organised and highly effective key person responsibilities. The routines for settling children are purposefully organised with parents, and planned individually to fit children's level of development. In this way, the childminder has an exceptional understanding of children's individual characteristics, which enables her to successfully plan for their progress.

Children behave very well and the childminder recognises any small frustrations, she knows these relate to children's age and being unable to fully express their feelings. She responds with clear understanding, and often reminds children to use words instead of sounds to gain attention. The childminder has successfully agreed this response with parents. In this way, she is successfully supporting and encouraging children to

communicate and understand how to share their feelings and resolve their differences. Children show growing levels of confidence and they respond fully to the clear boundaries in place. The childminder and her co-childminder are excellent role models; they purposefully praise children, which effectively encourages children's social skills and their good manners. This results in children feeling valued, and raises their ability to develop positive relationships with each other.

Children make independent choices throughout their play and they move freely to access all the resources at their level. The comfortable and spacious playroom provides a fully safe environment for younger children to explore and develop physically. They cooperate well, and learn about safety during routines, and when they move between areas in the home for meals, nappy changing and sleeping. Children practise fire drills very regularly and this extensively increases their awareness of safety when there are dangers. They learn to manoeuvre themselves and use equipment indoors and outside, for example, safely negotiating the steps in the garden when the weather is appropriate. At other times, children use local outdoor play areas very regularly to extend their physical play and provide opportunities for fresh air and further exercise. Children show a significant understanding of the daily routines and this shows they know when they are hungry or thirsty. All the children have individual drinks in different coloured cups and they can recognise the colour and the size as they develop. Children eagerly respond when it is lunchtime and sleep time, and they know what happens next. They enjoy their social time together and settle well for their afternoon sleep. This shows children feel safe in the childminder's care and have a strong sense of belonging. There are very well organised routines of nappy changing and potty training. Children talk with the childminder about cleanliness and hand washing as they follow these regular routines. This enables children to effectively learn the importance of managing their own personal hygiene. The childminder has not fully included opportunities for all children to clean their teeth during the daily routine to extend their understanding of healthy practices.

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

The childminder is highly qualified and experienced in children's care and education. She uses these skills effectively, and has an excellent understanding of her responsibility to meet the learning and development requirements. She demonstrates a professional level of knowledge, combined with a very practical approach and close support and encouragement for children. The comprehensive systems in place to meet children's individual needs and monitor their progress show that the childminder is effectively and successfully promoting children's development so that they make rapid progress.

The childminder has completed training in child protection. She fully understands how to recognise any signs and symptoms of concern, and confidently knows her responsibility to safeguard children at all times. There are detailed and precise policies and procedures for safeguarding children, and these include procedures for managing any allegations against the childminder or her co-childminder. The childminder records all visitors to the home and thoroughly understands the need to ensure the suitability of adults living on the

premises.

The childminder has highly effective systems to evaluate her practice, and has strongly focused on obtaining parents views regularly to ensure that she meets their expectations. In this way, she continually evaluates the systems to monitor children's progress, and combine parents' observations and plans for children's ongoing development. The childminder and her co-childminder have regular processes of appraising and recording each other's level of performance and capabilities. This enables the childminder to plan for future training courses to up-date and increase her knowledge of food hygiene. The evaluation process has also helped the childminder to dedicate specific time for record keeping, which significantly promotes the levels of evidence to support her practice.

Parents collectively comment in the regular questionnaires, how highly satisfied they are with their children's progress in development. They talk to the childminder frequently and have information every day about all the routines and activities in children's daily diaries. Parents see all records of development and regular summaries; they share information and raise ideas for promoting learning further. Parents are keen to read the newsletters the childminder provides, and have easy access to text messages and emails to keep them up-to-date. Parents respond positively to small but significant evidence of their children's happiness, for example, they explain that even the youngest children show signs of excitement when they approach the childminder's home. This reassures parents and reinforces their complete trust in the childminder.

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	EY463500
Local authority	Hampshire
Inspection number	927180
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
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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