

<b>Inspection date</b>	14/01/2014
Previous inspection date	16/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 creates an environment where the atmosphere is positive and encouraging.
- The childminder is proactive in keeping his skills updated, which benefits the children he cares for. He is committed to continual improvement in the setting and providing very good care.
- The childminder builds very good relationships with the parents and ensures information is shared with them regularly to keep them fully informed about their child's progress.
- Children are happy and content and enjoy their time with the childminder. He treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging.
- Children are welcomed into a warm, friendly home where they are valued and included to ensure none are disadvantaged.

#### **It is not yet outstanding because**

- The children's progress records do not show the planned next steps to demonstrate how the childminder is moving them forward in their 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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor learning environment.
- There were two childminder's present during the inspection.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector also took account of the written views of parents.

## Inspector

Alison Large

## Full report

### Information about the setting

The childminder registered in 2004. He lives with his wife, who is also a registered childminder, and their two adult children in a house in the Liphook area of Hampshire. All areas of the ground floor and an upstairs bedroom are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently jointly caring for seven children in the early years age group on a part-time basis. The family have a rabbit and indoor fish as pets. The childminder holds a level three certificate in Child Care and Education.

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

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

- Strengthen the assessment records for each child to show their next steps set to help them progress in their learning and development.

### Inspection judgements

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

The childminder creates a stimulating environment, where the atmosphere is positive and encouraging. Children benefit from the two childminder's commitment and enthusiasm, enjoying purposeful and interesting play. Regular observations and assessments are made by both the childminder's and used to ensure the children are progressing in their learning and development. Observations of children's progress are recorded within their Learning Journey's and the childminder has developed a good knowledge of each child's learning needs. Tracking sheets for each child clearly identify the progress they are making in the different areas of learning. However, there are no next steps set for each child to show how they will be challenged to progress in their learning and development. The childminder is committed to providing good quality care and education for all children. The quality of teaching is good and activities are planned to build on what children know and can do. Children enjoy sitting with the childminder and having stories read to them. They take part in some planned activities and also have many opportunities to initiate their own play. The childminder enjoys supporting children's learning and takes an interest in what they say and do. Children's vocabulary is promoted due to the good interaction between the childminder and child. For example, when playing with the gloop the childminder uses new words for the child to repeat to develop her language. A cosy book corner is stocked with a variety of books including information books and story books, and some in different languages. The childminder gets down on floor level to play with young children and he interacts with them well. The childminder has completed the progress check for those children aged two years old and has a good understanding of how to implement this. He

builds good relationships with the parents and ensures information is shared with them regularly to keep them fully informed about their child's progress.

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

Children feel very safe and secure at the childminder's, due to the good attention given to them and their needs being well catered for. Young children are actively involved in their play, confidently selecting and exploring resources. They touch, cuddle, shake and bang and are able to crawl and climb and practise a range of movements in safety. They are supported well by the childminder and become confident in their daily routines. Children are able to access the outdoors in all weathers to have regular fresh air and exercise. They enjoy playing in the garden or going for walks or trips to soft play centres.

The childminder has effective systems in place to manage behaviour. Children's behaviour is good; they understand routines and respond to clear and consistent directions from the childminder. In addition, the childminder is consistent in his approach to handling issues that impact on children's safety. For example, when reminding children to pick up toys so they don't trip over them. The children learn about good hygiene routines as they are taught to wash their hands after using the toilet and before eating. The childminder offers a varied menu to the children; they are able to try different foods and tastes. The childminder works well with his co-childminder and they are aware of any individual dietary needs, ensuring the children have healthy and nutritious snacks and meals in accordance with the parents' wishes, and drinks are readily available throughout the day. Children develop independence as they select their activities from a good range of resources. Daily routines ensure that children have plenty of opportunities to play and learn in a variety of ways, indoors and outdoors. The childminders support the children as they progress and good preparation and support is given to the children as they get ready to move on to pre-school or school.

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

The childminder demonstrates a clear knowledge and understanding of the learning and development and welfare requirements. He is proactive in keeping his skills updated, which benefits the children he cares for. Children benefit from having two childminders that work very well together as a team and share a commitment to improvement. Systems for self evaluation are in place and the childminder is reflective and discusses any areas for improvement with his co-childminder. The children are well safeguarded. The childminder's and other household members are suitably vetted and he ensures the children are always well supervised by himself or his co-childminder. He has a good awareness of child protection issues and has a clear safeguarding children policy which informs parents of his responsibility to act on any concerns he may have about the children in his care. He has a good range of policies and procedures which have been effectively implemented and shared with parents. He ensures children's safety is fully promoted both in the home and when out on outings or trips. Thorough risk assessments

are conducted within the home and for outings including when using the car to ensure hazards are minimised. Equal opportunity is promoted very well and the childminders offer an inclusive setting. He supports children learning English as an additional language well and works closely with the families.

The childminder has a very good knowledge of each child's need and works closely with his co-childminder and with the parents. Both childminders are responsible for the paperwork the parents complete. Parents receive feedback about their children's routines and achievements at the end of the day to ensure they are kept fully informed about their progress. Written feedback from parents is very positive and they praise both the childminders for the very good care and attention offered to their children. The childminders are committed to ensuring every child and their family are valued and welcomed within the setting. The childminder links up and shares information about the child's learning with other providers of the Early Years Foundation Stage the children attend.

### **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>	EY295012
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	946842
<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>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/03/2010
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

