

Inspection date

Previous inspection date

29/01/2014

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 newly registered, passionate childminder has a secure understanding of how children learn and develop and offers them a good educational programme.
- Young children show they have a good relationship with the childminder and are keen and motivated to learn.
- The childminder offers a very nurturing, welcoming and rich play environment, with good play resources in the designated playroom.
- The childminder has an excellent, professional attitude and drive towards improvement.

It is not yet outstanding because

- The childminder does not make full use of her garden in all seasons as part of children's learning environment. There is less emphasis on singing of songs in the routine and in free play to strengthen further the play and learning programme.

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 children's play and the childminder's interactions with them.
- The inspector discussed the children's starting points and progress with the childminder.
- The inspector sampled relevant documentation including some safeguarding documentation and learning records.
- The inspector viewed written feedback from parents.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and school aged child. The childminder mainly uses the ground floor, which has toileting facilities, for childminding activities. Children's sleeping facilities are located on the first floor. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is available between the hours of 7.30am and 6pm, Monday to Friday. There are currently two children on roll in the early years age range.

What the setting needs to do to improve further

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

- strengthen further the educational programme by singing rhymes in play and routines
- extend opportunities for children to play in the garden in all seasons.

Inspection judgements

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

Children's learning needs are met extremely well by a childminder who understands how children learn and who provides them with good purposeful play opportunities. Children show good motivation when exploring the welcoming and well resourced learning environment, making independent choices. The childminder tunes into them effectively and interacts with them well to build on what they know and can do. She has a clear knowledge of how to effectively promote young children's language development. She uses a singsong voice, provides them with a narrative of their play and often repeats clear words and short sentences. Young children are starting to use a wide variety of sounds in their play. They are beginning to repeat words and familiar expressions such as 'uh-oh' and animal noises, during fun, playful nappy changing times.

Children thoroughly enjoy the planned activities such as when they have fun exploring rice and pasta. Young children show extreme concentration using a good variety of tools to pour with and different types of lidded pots including screw and push-on. This effectively promotes their small movement and physical skills. There is a good challenge offered by the childminder, who role models putting on the lids and shaking the pots to make a noise, which children copy. Children are engrossed in their play and show a full understanding for their age. They engage extremely well with the childminder. They have fun together with the sensory and investigative activity. For example, young children smile and gleefully pour the materials over the childminders hand, who says 'over my hand?'

They briefly take turns pouring it over each other's hands, while the childminder repeats the associated words, so children can link meaning to the words.

The childminder has a very secure system for observing, assessing and planning for children needs. She is alert all the time to what children are doing and learning because she notices when children start to sort the pasta into the different shapes. She links this to their mathematical development. The childminder reinforces the learning by talking and joining in the spontaneous sorting activity. She offers further challenge to them when she encourages them to group colours together when playing with a wooden toddler clock. The childminder introduces a 'Tigger' bag game, whereby children take out pictures of everyday objects to help them learn single words more effectively. Although the childminder provides a good programme for children's communication and language development, there is less emphasis on spontaneous singing during play and routines, to ensure their rapid development. Children demonstrate they are keen, active learners who are developing valuable future skills.

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

Although new to the setting, young children demonstrate a strong bond with the childminder with whom they 'check in' with, when she briefly leaves the playroom. They demonstrate they are very happy, and are growing securely in their emotional and physical well-being. This is because of the good routines, playful interactions and the warm, kind care they receive from the childminder. Children thrive in this nurturing, supportive environment. They are learning the boundaries of behaviour from a young age. This is through the childminder's positive encouragement, explanations, and consistency of practice. For example, the childminder explains they are to roll the ball and not to throw it indoors because they may hurt someone. The two-year-olds help to tidy up the floor, when the childminder gets out the dustpan and brush, giving her the pasta and rice. They are learning to take responsibility during nappy changing by putting away the wipes in the kitchen drawer. The childminder pays good attention to keeping children safe because she straps them safely in the high chair to eat their midmorning snack and supervises children closely.

The childminder offers children a very welcoming and stimulating indoor play environment. A designated playroom is well resourced and inviting, so children can make plenty of choices in their play. For example, books are easily visible to the young child in a wooden wall display so they can make their favourite choices. Posters of food and numerals are on display to the children, so the childminder can use them in her teaching and learning activities. Young children enjoy daily, regular outside play, although the garden is not currently used successfully in all seasons. Children walk in the local community, spend time at the local parks and visit soft play areas, which promotes their movement and physical skills. Children benefit from a healthy diet, which is provided for them by the childminder who cooks a nutritious hot midday meal. The childminder promotes healthy eating through talking about what is good for the children such as milk. Young children benefit from regular drinks, available to them on a low shelf throughout the morning, to ensure healthy growth and development. Children are well prepared for

their next stage in learning because the childminder successfully promotes their all round development.

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

The newly registered childminder shows passion and dedication to the professional service she offers. She has a secure understanding of child protection procedures in the event of any child welfare concerns. The childminder has completed all relevant training in first aid, child protection and many additional courses, such as how to support two-year-olds and a food hygiene course. The childminder has a good knowledge of her responsibilities regarding meeting the safeguarding and welfare requirements such as keeping accident records and medication administered. She has a good standard of hygiene and risk assesses the home to ensure hazards are kept to a minimum and to keep children safe.

Since becoming registered, the childminder has continued to increase her knowledge of the Statutory framework for the Early Years Foundation Stage including the learning and development requirements by attending many training courses. She is currently undertaking a Level 3 early years qualification and has completed training in observation, assessment and planning. This has enabled her to get it right first time, which positively benefits the children she cares for. Her drive for knowledge and improvement has had a positive impact on the quality of provision she provides. The childminder is self-reflective and self-aware, which is demonstrated in her accurate Ofsted self-evaluation form. She seeks written feedback from parents and looks continually at how she can improve her setting. The childminder fully understands the importance of building strong relationships with parents to ensure children have good continuity of care and learning, which she has done. She has clear lines of communication, a flexible approach including a friendly and open attitude towards her partnership with parents. Parents are very happy with the service the childminder provides. For example, written comments include 'she is very professional, efficient and provides a great environment, a lovely clean house and loads of stimulation'. The childminder offers parents books she has sourced from the speech and language therapist and guidance on how to promote effectively children's early communication skills. The childminder works successfully with other settings the children attend. For example, she finds out from the reception class teacher how she can support children in their learning of letters, sounds and simple words.

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	EY465548
Local authority	Hampshire
Inspection number	928144
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
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.

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.

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