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| Inspection date | 07/01/2014 |
| Previous inspection date | 13/09/2012 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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 are valued and included. The childminder enables them to choose their play materials and follow their individual learning styles, which enhances their development.
- Children develop confidence and enjoy their time with the childminder who encourages them to take part in a wide range of activities and play experiences both inside and outside the setting.
- Children feel safe and secure with the childminder as arrangements for safeguarding the children are robust.
- The childminder builds excellent relationships with the parents and shares information regularly to keep them fully informed about their child's progress.
- The childminder is proactive in keeping her skills updated, which benefits the children she cares for. She drives continual improvement in the setting in order to provide very good care.

It is not yet outstanding because

- The childminder does not provide as many experiences for children in mathematics as she does in other areas of learning. Therefore, children's progress in mathematics is not as effective as in the other areas.

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 looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector also took account of the written views of parents.
- There were two childminder's present during the inspection.

Inspector

Alison Large

Full report

Information about the setting

The childminder registered in 2007. She works jointly with her mother, who is also a registered childminder, and two assistants in the basement of her mother's home in the Fareham area of Hampshire. All areas of the basement flat are used for childminding. There are two playrooms, a separate kitchen and toilet facilities; there is a fully enclosed hard surface outside play area. Access to the basement is via steps. The family home includes a dog that remains on the ground floor only. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently jointly caring for eight children in the early years age group on a full and part time basis. The childminder is able to walk to local schools to take and collect children. The childminder holds a level 3 childcare qualification. She is part of an accredited childminding network for funded education places for children aged two, three and four years.

What the setting needs to do to improve further

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

- strengthen the educational programme for mathematics making sure suitably challenging experiences are planned to ensure children make good progress across all aspects of this area of learning.

Inspection judgements

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

The childminder puts children's individual needs as a priority and they delight in the support and attention they receive from both the childminders and the assistants, who get to know the children well. Children are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. The childminder gets down on floor level to play with young children and they are actively involved in their play, confidently selecting and exploring resources. Children take pleasure in their learning and achieve well. This is because the environment provides children with good opportunities to choose their play materials and follow their individual learning styles. The childminder enjoys supporting children's learning and takes an interest in what they say and do. The educational programme ensures the children are offered interesting and challenging experiences across the different areas of learning. Children's vocabulary is promoted due to the good interaction between the childminder and children. She makes good use of opportunities to help children develop their language and teaches the older children to sound out letter sounds when developing their writing skills. She reinforces words with the children and provides alternative words to extend the children's vocabulary. Children are encouraged to count and use numbers in a variety of ways. Some

are starting to recognise shapes and name colours. However, children's mathematical development is not as strong as other areas of learning. For example, the childminder provides fewer opportunities for comparing length, weight, capacity and time. The childminder uses very good teaching methods as she sits at the children's level, uses eye contact, listens and responds to what the children say and uses open questions.

Parents are kept fully informed about their child's learning and development. The childminder does this via the information given each day and the sharing of the child's progress recorded in their folders. Parents sign a wide range of agreements when their children first start with the childminder for which she takes responsibility. The childminder has implemented the required progress check for two-year-old children and she has a very good understanding of what is required.

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

Children are welcomed into a warm, friendly setting where they are valued and included to ensure none are disadvantaged. Children benefit from the childminders' and their assistants' attentive and caring natures and their enthusiasm to promote learning through play. The childminder works closely with parents to ensure each child's individual needs are met and children with special needs are well cared for. Children develop independence as they select activities from a good range of resources.

Children learn about keeping healthy as the childminder talks about why fruit is good for them at snack time and why they need to wash their hands before eating or after using the toilet. They access the outdoors in all weathers to have regular fresh air and exercise. They enjoy playing in the garden or visiting local parks or play areas. The outdoor area has been developed to provide additional resources, which children are able to explore, build, move and role play with in different ways. The childminder has good systems in place for managing children's behaviour; she is consistent and positive and gives children lots of praise and encouragement. There is a thorough behaviour management policy in place that is shared with parents. Children are well behaved and are learning to share with others. They enjoy the many activities provided, and talk excitedly when playing. Children's safety is promoted effectively and good systems are in place to ensure the home remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure, and talk about road safety. The childminder helps prepare children for the move to school, by encouraging them to develop the skills needed such as developing independence and recognising their written name. This ensures a smooth transfer, consistency of care and learning and reassurance for each child.

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

The childminder organises the setting to provide a stimulating learning environment, with access to well resourced areas that children can explore freely. The childminder is

committed to continual improvement in the setting and to providing very good care, and works well with her co-childminder. Arrangements to safeguard the children are robust. The childminder and her co-childminder have attended safeguarding training to ensure they have a good knowledge. The childminder ensures children are well cared for and always supervised by an appropriate adult. The childminders and their assistants are suitably vetted, and the childminder is fully aware of her duty to protect the children in her care. She has a good knowledge of child protection issues and her role and responsibilities to protect children from harm. She has a good awareness of the requirements of the Early Years Foundation Stage including notifying Ofsted of any significant events; and there is a thorough no smoking policy in place. There is a comprehensive range of policies and procedures in place to protect the children, and the childminder carries out thorough risk assessments throughout the home and for outings. Equal opportunity is promoted very well and the childminder offers an inclusive setting. Self-evaluation systems are in place, which identify and deal with any areas for development.

The childminder has a very good partnership with the parents. The childminder takes responsibility for ensuring the contracts and registration documents are completed by the parents before the children start with them. Parents report they are extremely happy with the wonderful care the childminders provide and state they are very happy about the good information shared with them and enjoy looking at their child's progress records. Parents receive feedback about their children's routines and achievements at the end of the day via a daily diary for the younger children or verbally. There is a parents' notice board and she shares a variety of information with them. She shares the children's progress records with parents and together they discuss the way forward in their child's progress. This ensures children's experiences in the setting are enhanced and parents are involved in their child's learning. 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

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| 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 |
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| 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

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| Unique reference number | EY343130 |
| Local authority | Hampshire |
| Inspection number | 948804 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 12 |
| Number of children on roll | 14 |
| Name of provider | |
| Date of previous inspection | 13/09/2012 |
| 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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