

Inspection date	11/02/2014
Previous inspection date	08/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 is highly skilled at identifying children's interests. She carefully plans activities and instinctively extends learning opportunities to take full account of these interests.
- The childminder is extremely enthusiastic and makes learning great fun for children.
- The childminder takes children's safety very seriously; she and the children complete detailed risk assessments to identify any possible hazards that they can remove.
- Children behave very well as the childminder uses innovative strategies to help them think about the choices they make for themselves as they play.

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 activities both indoors and outside.
- The inspector had discussions with the childminder, her co-minder and the children.
The inspector sampled a range of documentation including children's records,
- safeguarding procedures, risk assessments and parents consent forms such as for outings.

Inspector

Jill Steer

Full report

Information about the setting

The childminder registered in 2008. She lives with her school aged child in Farnborough, Hampshire, close to shops, parks, schools and public transport links. The childminder works with another registered childminder. She works from the home of the other childminder, in Farnborough. The whole of the house is used for childminding. There is a garden for outdoor play and there is a family pet cat and rabbit. The childminder is currently caring for four children in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local schools and pre-school and attends several local groups on a regular basis. She is currently in receipt of funding for the provision of free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- increase the selection of natural resources for children to explore and experience a greater variety of textures and substances.

Inspection judgements

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

While the children are settling-in with the childminder she finds out as much as she can about them. She asks the parents to complete an 'All about me' form with details of what the children like to do, what they are able to do and how they communicate. The childminder then observes them in her care to build a complete picture of each child's interests and abilities, so she can provide suitable activities and resources for them. She continues to observe the children and records all their milestones and achievements so she can plan for the next steps in their learning. The childminder closely monitors each child's progress so the activities she plans provide suitable levels of challenge for their continued development. She assesses children when they are two-years-old in case they are doing less well in any areas of learning, although most are achieving above expected levels in her care. The childminder cleverly includes all children in each activity, while making sure they each have sufficient challenge for their stage of development. For example, when playing a game of finding the odd one out on the tablet computer, the childminder shows children how to slide the objects across the screen with their finger. Some children carefully look at the screen to find a pig amongst the fish, while other children look at more complex similarities of very similar shapes. They astound the childminder by easily picking the odd one, even before she does.

The childminder plans very much based on children's interests. She is intuitive and adept

at picking up cues from them, developing their ideas into interesting learning projects. For example when children mention that 'mummies' are wrapped in bandages, the childminder provides resources for children to wrap themselves up and they find out about Egyptians. When children casually ask about the dustbin when they are playing with a large truck, the childminder takes them to the window to see if it is bin day and if any bins are out for collection. This leads to an interesting discussion about different coloured bins, types of rubbish and turning things into something else, called recycling. The childminder points out that the children have recycled by sticking used sweet wrappers on the valentine cards they made and they are going to recycle paper by making a papier-mâché dinosaur land. The childminder becomes so enthusiastic, as well as the children, that it develops into planning a new project and children learn about their environment and community. The childminder takes every opportunity for discussion and introducing new language. They visit the library to find information books and create a learning corner about the current topic. The childminder sits with the children frequently to look at information about the current topic so the learning for children is continuously extended as their understanding develops. The childminder is highly skilled at knowing when to join in with children's exploration and when to let them attempt things for themselves and problem solve. She talks to children about shapes, numbers and colours routinely as part of play; they enjoy and value books as they learn that some tell stories while others are for information. The childminder involves parents in children's learning continuously, such as sharing children's development records with them regularly and asking them to contribute items for the current interest area.

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

The childminder takes children's safety extremely seriously and completes regular, detailed risk assessments. For example she photographs areas she is concerned about for getting children in and out of the car on outings. The childminder discusses these with her co-minder to make sure she has the best procedure for keeping children safe. For example the childminder parks the car so only she gets out into the road and she makes arrangements with the school head teacher and residents for parking safely at drop off and collection times. Children learn about taking responsibility for keeping safe as they also complete risk assessments. The childminder gives them a risk assessment with pictures of hazards such as of dogs on leads, or litter lying around which they tick to say they have checked. The childminder practises fire evacuation with the children and they each receive a certificate of achievement when they have taken part to show how well they managed. The childminder supervises children very well at all times whether at home or outside. She works with another childminder so they support each other as well as the children. Each childminder builds special relationships with their own group of children and parents so they trust and feel safe together. However, the children also get to know the other childminder well and are very happy to be in their joint care. This also means that children can choose when they want to play inside or out as the childminders can each supervise children wherever they are.

Regardless of the weather children like to go outside to be active and enjoy the fresh air. The childminder provides many opportunities for children to splash in the rain, ride in

large cars while she pushes them around, or race cars down a selection of guttering and drain pipes while the rain pours down. The childminder talks to children about the weather and how it affects their bodies and subsequently what they are wearing. They discuss what their bodies need to be healthy such as fresh air, exercise and good food. The childminder asks children to contribute their ideas for the menu and they help with the shopping. She asks them to find items in the shop from pictures she gives them, or just to find things like green foods. Children help prepare food so they know how it reaches their plate and having been involved in the meal preparation process, eat well. The childminder has an extremely wide range of resources that she is continuously extending to reflect children's activities and interests. They are all easy for children to use and cover all areas of learning including crafts, literacy and technology, such as computers. However, the childminder has a limited selection of natural materials for children to explore and investigate. Children behave very well. The childminder gives excellent advice to children, talking about making good or bad choices. She helps them to decide how to do things and spends time discussing with them what did not work if they made a bad choice so they can re-consider next time. The childminder manages this very positively so children are learning about feelings and behaviour without feeling judged, or that they have failed. The childminder helps children prepare to start school as they accompany her on school runs and see older children happy about their day. She provides coat pegs for them to reach and manage their personal belongings and they find their name card to register their attendance when they arrive.

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

The childminder organises her childcare practice extremely well. She implements highly effective strategies that help her manage her own learning difficulties to ensure she meets the requirements for learning and development, safeguarding and welfare. The childminder has a clear understanding of safeguarding matters and has policies and procedures in place to keep children safe. She places very highly, the importance of children's safety and works closely with her co-minder to supervise and safeguard children in their care. By working with another childminder, the childminder is also well supported which enhances her practise. With parents consent, the childminders care for each others children if one is absent, so care is continuous and reliable for parents who work. The childminder makes sure that ratios continue to be met at all times, including when on outings. The childminder and her co-minder and household members are suitably vetted and the childminder keeps Ofsted informed of all significant changes as they occur, such as changes to her premises or those living in her home. The childminder develops good partnerships with other settings children attend so they complement each other's care and learning provision for the children.

The childminder shares good quality information with parents on a daily basis and through many means. She completes a daily, written record of activities and care, and sends text messages and photographs to parents throughout the day. These provide reassurance to parents as they can see exactly how the children are after they have left them. The childminder has a secure social networking page, only for parents of children attending.

They can ask her questions and have discussions with each other, providing support and keeping each other updated about events in their lives. The childminder evaluates her practice regularly and thoroughly. She asks parents for their views and feedback so she knows she is providing the care that they want for their children. The childminder even asks the children for their views as the most important people; she asks what they like and would like to change, which they say is 'nothing'. The childminder and her co-minder review each day at the end, so they can see what went well and prepare for the next day, demonstrating their constant commitment to ongoing improvement. The childminder attends regular training and is exceedingly enthusiastic about ongoing training and career development. She views the inspection process as positive, welcoming the feedback and observations of her care as part of her ongoing development to provide high quality learning and care for young children. The childminder is extremely dedicated and professional and provides outstanding care for children.

The Childcare Register

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
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	EY380305
Local authority	Hampshire
Inspection number	946228
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	08/06/2009
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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