

<b>Inspection date</b>	24/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 works in partnership with parents, allowing for a two way flow of information to benefit the children.
- The childminder has a trusting relationship with parents and their children.
- The childminder has a good understanding of how to keep the children safe from harm.
- The childminder adopts good hygiene procedures, which means that children are encouraged to stay healthy, promoting their wellbeing.

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

- Although children have good learning opportunities inside, there is scope to improve the learning opportunities in the childminder's garden particularly for those children who prefer to learn outside.

## 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 indoors.
- The inspector spoke with the childminder and a parent at appropriate times.
- The inspector took account of completed questionnaires from parents.
- The inspector looked at the children's learning journey folders, assessment documentation and a selection of policies.

## Inspector

Clare Leake

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and their two children in Fareham, Hampshire. The home is within walking distance of local schools and shops. Childminding takes place mainly on the ground floor, which includes toilet facilities. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and the voluntary parts of the Childcare Register. The childminder cares for children in the early years age range on a regular basis.

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

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

- improve children's learning opportunities in the garden, in all areas of learning, to meet the needs of children who prefer to learn outdoors.

### Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn. She shares this information effectively with parents to help ensure children receive consistent support. The childminder spends time with parents before children start attending so that she has an understanding of the children's existing skills and interests. She observes the children regularly to record and monitor the progress they are making. This allows her to plan for the next steps in children's learning. The childminder liaises regularly with parents and the other settings children attend so that children receive good continuity of care in their learning and development. The childminder uses a daily diary to exchange information with parents about how their child is progressing, and she maintains a comprehensive 'learning journal' for each child detailing children's progress. This helps parents to support and continue children's learning further at home.

The childminder has a sound understanding of how to promote children's learning in all areas. She takes care to use encouraging and meaningful language when interacting with the children, to develop their language skills and self-esteem. For example, when the children help the childminder to put up a pop-up tent the childminder comments "Well done. When we work as a team we get it done faster." As a result children are making good progress in their learning and development, especially in their communication and language skills.

Children enjoy exploring a range of creative and messy activities. For example, children help the childminder to plant potatoes in a seed tray indoors. The childminder tells the children 'It's a rocket potato, rrr for rocket.' Children repeat, 'rrr rocket', developing their

language skills. The childminder asks the children where they think they could store the potatoes in the dark and the children respond 'In the cupboard' demonstrating that they can solve problems for themselves. Children concentrate well as they colour and draw on the water mat, demonstrating good hand control. This develops good early writing skills and concentration, to support their future learning.

The children have access to a variety of books. Children sit with the childminder to listen to a story with rhyming words. Children repeat the rhymes as the childminder says them and they sing along to 'One two, buckle my shoe' helping the children understand that print carries meaning. Children begin to notice letters on the magnetic board and learn about colours as they match bricks to the colours in a book. This helps children develop their early mathematical skills and children are pleased with themselves when they are successful.

Children acquire the skills to move on successfully in their learning and to school.

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

Children form close and trusting relationships with the childminder and enjoy being in her care. They settle well because the childminder arranges settling-in visits and requests useful information from parents, about children's routines, likes and dislikes, before children start.

Children are confident to express their needs and demonstrate a sense of belonging. They behave well, saying 'please' and 'thank you' when appropriate and any minor disagreements are settled in a quick and sensitive manner. The childminder guides the children to follow safe practices, for example, she discourages them from standing on the furniture.

The childminder has an emergency evacuation plan in place. She practises this regularly with the children so that they know how to leave the premises quickly and safely in the event of an emergency. The childminder provides good quality resources and well-planned activities indoors to stimulate children's interests and promote their development. However, although there are some resources for children's physical development outdoors, the childminder does not provide the same quality activities in the garden for those children who prefer to learn outdoors and to extend children's experiences.

The childminder encourages the children to take care of their personal hygiene by following consistent routines. She reminds them to wash their hands after using the toilet to 'wash the germs away' and children use individual towels. As a result children learn good hygiene practices. Children are beginning to develop a good understanding of healthy eating. They are offered nutritious snacks and regular drinks to maintain their health and well-being.

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

**provision**

The childminder has a secure knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage. A safeguarding policy is in place which is shared with parents, and the childminder is aware of the procedures to follow should she have a concern about a child in her care. The childminder has a range of written policies and procedures to support her practice and her documentation is maintained well. She carries out regular risk assessments to help to keep children safe and visitors to the premises are asked to sign in. The childminder makes sure only adults known to her can collect the children, to contribute to children's safety.

The childminder takes time to get to know each child on an individual basis and monitors their learning and well-being effectively. This allows her to identify any gaps in their development and plan appropriate activities to target these. The childminder produces termly development checks for all children to keep parents informed. She understands the requirement to complete a progress check for children at age two years when this becomes necessary.

The childminder evaluates her practice and knows the areas in which she wishes to improve. She seeks parental views by means of informal discussions and questionnaires. This allows the childminder to use parents' suggestions when planning activities for the future. Parents are happy with care the childminder provides. For example, they comment that the childminder offers 'a home from home'.

The childminder takes the children to local groups to extend their experiences. This means the children spend time with a larger group of children, which helps to prepare them for the move to school.

Partnership with parents is a priority for the childminder. A solid two way flow of information means that parents develop a good understanding of the progress their children make. This ensures a happy and trusting environment for the children and their parents.

**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>	EY467718
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	935696
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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