

Inspection date

Previous inspection date

26/02/2014

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 childminder organises her home effectively so that children are well cared for in a safe and welcoming environment, where they learn through play and exploration.
- The childminder provides a good range of play equipment, which she arranges to enable children to select independently to extend their own play.
- The childminder uses an effective system to assess and plan children's good progress in their learning and development.
- The childminder promotes positive partnerships with parents and other professionals, which enable her to meet children's needs well.

It is not yet outstanding because

- The childminder misses opportunities for developing children's independence and practical skills at meal times.
- The childminder sometimes misses chances to extend children's understanding of mathematical language during their play and adult-led activities.

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 activities in the playroom, kitchen and garden.
- The inspector talked to the childminder, her assistant and the children about the activities.
- The inspector sampled records and documentation, including children's progress records.
- The inspector took into account parents' views, obtained through the childminder's questionnaires.

Inspector

Brenda Flewitt

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their young child in a house in Ringwood, Hampshire. The childminder employs an assistant to work with her. The ground floor of the property is mainly used for childminding, which includes a purpose-built playroom, lounge, kitchen-dining room, and toilet facilities. Sleeping facilities are provided on the first floor. There is an enclosed garden available for outside play. The family has a pet dog, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll, all of whom are in the early years age group. There are no children currently attending overnight.

What the setting needs to do to improve further

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

- extend opportunities for children to develop independent practical skills, particularly at meal times
- increase opportunities for children to hear and use mathematical language, during both adult-led activities and their spontaneous play.

Inspection judgements

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

Children enjoy the time they spend at the childminding setting. The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. She provides a welcoming environment, with a dedicated playroom and a good range of play equipment. The childminder organises the resources so that children can select for themselves according to their interests. This means that they are able to extend their own play and learning. For example, children use their imaginations as they act out real life situations such as cooking dinner. A child easily finds dressing up clothes to put on, spontaneously adding to the play. The childminder uses a clear system for assessing children's stage of development and planning their good progress. She completes individual files for each child, which include dated, annotated photographs and observations of children's play and achievements. She uses this information effectively to identify next steps in their learning. The childminder welcomes information from parents about children's activities at home, which she uses in her assessment. She shares ideas with them about supporting children's learning at home.

This helps to support consistency in children's learning and development. The childminder has a good understanding of her responsibility to complete two-year-old progress checks.

The childminder promotes children's language skills well, overall, for example, she sings songs and rhymes, and reads stories. Children can easily select a favourite book from the good range, which the childminder attractively displays. The childminder talks with children as she joins in activities, naming objects, describing what they are doing and posing questions that encourage children to think and recall. A young child sees an aeroplane flying overhead. The childminder acknowledges their attempts to communicate by naming what they have seen, repeating the word. She also helps them remember that they have been on an aeroplane. This helps young children to develop vocabulary and an understanding of the world around them. The childminder raises children's awareness of numbers, weighing and measuring through activities such as cooking. However, she sometimes misses opportunities to extend children's understanding of mathematical language. For example, when planting seeds, she does not use words such as 'full' and 'empty,' or encourage children to count the seeds or spoons of soil. As children move toy vehicles in the garden, she misses the chance to use positional language such as 'in front' or 'behind'.

The childminder uses regular walks to school and pre-school to enhance children's learning, as well as making sure they have fresh air and exercise. She helps them notice changes in the weather and seasons. Children like to collect natural items, such as leaves and twigs, to use creatively as they make collage pictures. A trip to the local shop to buy cooking ingredients promotes children's understanding of using words and pictures for information. They use the list to help them select the items they need, and practise social skills as they meet other people when paying at the till. These activities support children as they move onto the next steps in their learning and development.

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

The childminder provides a welcoming environment where children develop trusting relationships with the childminder, her assistant, and one another. The childminder seeks important information from parents, which enables her to follow children's home routines. This means that young children sleep, eat, and play according to their individual needs and interests. Therefore, they feel secure, and the move between home and the childminding setting is smooth. The childminder displays children's artwork in her home, which helps children to feel valued. Children like to look at photographs of themselves enjoying activities with friends. This helps them to feel a strong sense of belonging.

The childminder provides familiar routines, such as washing hands, and eating food at the table, which help children understand what she expects from them. Children learn to take turns and share toys. The childminder and her assistant regularly praise children's efforts and achievements, which boosts their self-esteem and confidence. This all contributes to children behaving well. The childminder helps children gain an understanding of keeping themselves safe. This includes teaching them safe routines for crossing roads and using equipment safely. Regular fire drills enable children to learn what is expected of them in a

real situation. The childminder extends children's understanding through books, games and role play.

The childminder promotes children's healthy lifestyles well. They have daily opportunities for fresh air and exercise, through garden play, walks and outings. Visits to indoor and outdoor venues with large apparatus encourage children to develop their physical skills. Children are becoming increasingly independent in as they practise good personal hygiene routines and manage their outdoor clothing. For instance, a child puts on their coat independently and receives praise for successfully fastening buttons. The childminder offers healthy options for children at meal times, which includes a balanced diet. For example, she supplies fresh fruit at snack time. However, she does not involve the children in preparing the food. Consequently, they do not develop the independence skills for the future during this activity, such as using tools or peeling fruit.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She completes detailed risk assessments to help to provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She has a clear understanding about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and real experiences, and she knows how to promote good progress in their overall development. She has a system that gives her an overview of children's progress, which helps her to identify any gaps in their learning. The childminder has a secure understanding about her responsibilities in employing an assistant. She is clear how this will develop her provision in meeting children's needs well.

The childminder promotes effective partnerships with parents. She supplies important information about her childminding service by way of written policies, discussion, text messages, and displays in her home. The childminder encourages daily exchange of information with parents so that she can meet children's individual needs well. She encourages the use of written diaries, which give parents a record of their child's day with the childminder, and provides information from home. Parents say that they recognise the positive influence the childminder has on their children's development. They appreciate the safe environment, good communication and the flexible service.

The childminder evaluates her provision through on-going reflective practice. She seeks the views of parents and children via conversation and written questionnaires. The childminder adapts and changes planning and resources according to children's interests and abilities. The childminder identifies relevant areas for development. For example, she recognises that she could improve some adult-led activities with more focussed planning. The childminder keeps up to date with changes by reading early years publications and

talking to other practitioners. She is keen to develop her role and has applied to study towards an early years qualification. These effective systems help her to continue to develop the service she provides for children and their families.

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	EY460381
Local authority	Hampshire
Inspection number	932126
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	10
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.

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