

Inspection date

Previous inspection date

04/03/2014

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

- Exciting and stimulating activities engage children, build on their interests and help them learn while they have fun.
- Communication with parents is good. They receive clear information about their child's development to provide a joint approach to children's learning.
- The childminder makes safety a priority helping children understand how to keep themselves safe and healthy.
- The childminder asks children for their views and opinions and respects each child as an individual. This helps children feel valued and fosters their self-esteem.

It is not yet outstanding because

- Opportunities for children to investigate and extend their understanding of the natural world in the outdoor area are not fully developed.

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 and interaction between the childminder and children during play.
- The inspector looked at a selection of children's assessment records, documents and policies and procedures.
- The inspector took account of the views of parents and their comments through their written feedback.

Inspector

Susan May

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and three children in Hook, Hampshire. The ground floor of the home is used for childminding and a fully enclosed garden is available for outside play. The childminder is open throughout the year. The childminder can take children to and collect them from local schools. The childminder has a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently looking after two children who are within 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:

- develop outdoor activities to provide further opportunities for children to investigate the natural world.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and effectively provides play opportunities that promote children's learning and development. She talks to parents initially to find out their starting points and continues to request information about events and learning from home. This, along with her good knowledge of the children, helps her plan future activities to suit individual needs. The childminder shares observation records with parents regularly and verbal discussions about children's development help ensure a joint approach to children's learning. As a result, parents are aware of what the next steps are and are happy with the progress their children are making. The childminder is aware of the requirement to carry out a written assessment on children between the ages of two and three years and intends to use her observations to inform this.

The childminder has clear expectations of the children and asks them what they would like to do. She uses their input to provide activities that are of interest to them to motivate and extend their learning. She interacts with them well as she gets down to their level and joins in their play. She makes good use of open-ended questions to promote language skills. For example, asking, "what did you do at school today?" She listens with interest to their responses and encourages other children to join in the conversation. Children listen to each other and take turns to speak as they recall what they have done throughout the day.

The childminder uses tea time as an opportunity to encourage the children to share and

take turns. They happily help lay the table and pass each other drinks and plates. Children enjoy celebrating events that are important to them and their families. For example, as a treat because it is Shrove Tuesday, children enjoy pancakes with an option of fillings that include healthy fruit and a sweet sauce. The childminder allows the children to choose what they would like but takes time to explain that too many sweet things do not help them stay healthy. The childminder helps build children's confidence and self-esteem as she demonstrates appreciation of their actions. For example, she praises older children for helping to make sure that the younger children are included as they get out the clay and share the tools to make models. Children enjoy art and craft activities and access a range of materials such as collage, paint, print and model making to explore their creativity.

The childminder recognises that children benefit from being given time to investigate the toys they want to play with. She lets them try things for themselves and is on hand to offer support and encouragement when they need it. This helps promote children's confidence in becoming independent learners because they can make their own choices. This benefits their personal, social and emotional development and helps develop confidence to try new skills. Children take part in games that support their learning and help develop skills as they count and build with construction. A favourite game involves making dens. Children work together problem solving as they decide the on the best way to make their den and enjoy crawling in and out of it, as they use their imagination to make up their games.

Children visit the library to choose books both for pleasure and things that interest them. They have a range of books available to them in the home including those that help promote their understanding of the wider world, as they show different people and countries around the world. Children have good opportunities to find out about the area because they attend local groups and schools in the local community. They develop strong social skills as they meet up with other children. This helps them begin to understand what to expect and helps prepare them for the move to school. Children get fresh air and exercise as they walk to school and to local parks. They have access to the childminder's garden, where they enjoy a range of resources and activities that promotes their physical skills. However, the childminder does not provide sufficient opportunities to enable children to extend their knowledge by exploring and investigating the outdoor area. For example, through growing plants or having access to resources such as magnifying glasses. This reduces opportunities for children to find out about the natural world.

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

The children are settled and secure in the care of the childminder. They are relaxed with her and her family and confidently move around the child friendly home. This helps them build positive relationships that support their emotional well-being. For example, children show excitement as they arrive back at the childminders home from school. They are happy to see each other and play together well. Children easily access a good range of age-appropriate toys and resources in the designated play room that helps promote their learning. Children develop strong independence skills because the childminder encourages them to do many things for themselves, such as choosing what they want to play with and

looking after their own personal hygiene.

Children behave well. They listen carefully to the childminder and say please and thank you without prompting. Children begin to learn about right and wrong as they follow simple house rules that help them learn about staying safe. These include respecting each other, the furniture and resources as well as practising evacuation procedures and being aware of road safety. The childminder knows the children well and takes account of their preferences and routines. This means they follow daily practices that they are familiar with and that are in their best interest. For example, children can sit quietly when they are tired or have a quiet time after being active. Children frequently walk when they go out rather than go in the car, this effectively contributes to their physical well-being as they get fresh air and exercise daily. Parents provide children's meals, with the childminder providing snacks. Drinks are easily accessible and the childminder asks young children regularly if they want a drink to help increase their awareness of their body's needs.

The childminder makes sure she keeps children safe and secure. She makes regular checks on all aspects of her home and garden so that children can enjoy their play safely. The childminder prepares children well for the next stage in their learning because she works closely with the parents and other settings. She passes on relevant information to ensure a consistent approach to learning and development. This helps ensure children move on to the next stage in their education as smoothly as possible.

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

The childminder is very clear about her responsibilities in protecting children's safety and welfare. She is very aware of what would give her cause for concern and has procedures in place to follow if she needs to take matters further. She shares information about child protection, complaints and all policies and procedures with parents at initial visits. This helps ensure parents are clear about her priority to protecting children and her practices. She requests initial information about the children from parents and maintains children's documentation accurately and confidentially. She asks parents to complete consent forms to support children's well-being further. Good quality written risk assessments are in place for her home and on outings. The childminder supervises children well at all times and keeps a record of visitors to the premises.

The childminder monitors children's progress effectively because she has a good understanding of the learning and development requirements and knows the children well. She uses appropriate guidance to help record how children are developing within the expected range for their age. The childminder is eager to continue to improve her knowledge and practices in order to offer a good quality service to benefit the children and their families. She carefully considers her practice and evaluates, identifying and addressing areas she wants to develop. For example, she has recently completing a 'Plain English' training course. She has feedback from parents and takes theirs and the children's views into account when planning ahead.

The childminder establishes good partnerships with parents, working together with them to meet their child's needs. She talks to them daily and shares information with them about what the children have been doing. Parental feedback is very positive as they state the childminder provides a "real sense of security" and offers children a "second home" where they have lots of fun and enjoy a variety of activities. They comment on the good communication links they have with the childminder and how information from home is shared. The childminder has good links with staff at local pre-schools and schools and works in partnership with them to support children's continuity of care and learning.

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	EY407367
Local authority	Hampshire
Inspection number	724842
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
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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