

<b>Inspection date</b>	26/02/2014
Previous inspection date	05/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 achieve new skills and develop confidence in their abilities because the childminder helps them learn how to use play equipment successfully.
- Children are enthusiastic learners and are willing to have a go at all activities because the childminder joins in their play and provides them with challenge.
- Children make good progress because the childminder uses her good knowledge of their individual stage of development to move them on in their learning.
- Children's individual needs are well met because the childminder works closely with parents to provide continuity in children's care and learning.

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

- The childminder does not make regular use of the good resources she has available to help children recognise their name and link sounds to letters of the alphabet to promote their pre-reading skills.

## 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 indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and the childminder's self-evaluation.
- The inspector took account of parents' comments within documentation.

## Inspector

Catherine Greenwood

## Full report

### Information about the setting

The childminder registered in 2008. She lives with her husband and child in Aldershot, Hampshire, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. There is a garden available for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are three children on roll under eight years, of which one is in the early years age range. The childminder provides care from Monday to Sunday throughout the year and also provides overnight care for up to two children. The childminder visits toddler groups and Sure Start centres regularly.

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

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

- increase the opportunities for children to recognise their name, learn the sounds of letters and link them to letters of the alphabet to promote their pre-reading skills.

## Inspection judgements

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

The childminder provides children with a good range of activities and experiences that meet their individual needs and extend their learning. For example, she takes them to army fun days and on regular visits to a toddler group. They enjoy other regular outings to soft play facilities, the library, woodland areas and bird sanctuaries. The childminder changes the places she visits according to children's age and stage of development. Consequently they are provided with challenge and have good opportunities to play with other children the same age. The childminder clearly and patiently provides children with guidance during their play. Consequently, they gain good self-confidence as they learn to use resources successfully. For example, they particularly enjoy playing dice games that include battery operated pigs and dragons, are keen to repeat activities and remember what they have learnt.

Children develop good communication skills because the childminder listens and responds to what they say in a positive way. She engages in conversation with children during activities and uses discussion about their interests and activities to extend their learning. For example, while painting wooden spoons and paper plates to create dragons in recognition of St David's Day, she encourages children to remember and talk about their own lives. Consequently, children show confidence, talk openly and ask questions. Children make good progress in their physical development. They learn to climb and balance as they use outdoor play equipment in the childminder's garden and jump into ball pools at soft play facilities. They show enthusiasm as they initiate games of 'catch'

using footballs and use wheeled toys outdoors. Children show good self-care skills. They quickly find and put on their shoes before playing in the childminder's garden and independently use the toilet and wash their hands.

Children show interest and concentrate well during storytimes and they repeat words and phrases. The childminder displays books attractively, which promotes children's interest in looking at books independently. Children make marks as they draw. The childminder has a good range of resources to promote this area of learning, but does not always use them in practice to help children identify their name and link sounds to letters of the alphabet. Consequently, children's pre-reading skills are not fully extended. Children's interest in number is evident as they ask the childminder how many fish she has caught while they both use magnetic rods and count them in numerical order. Children show a growing awareness of shape as they ask the childminder to find objects, such as rectangles in her home. The childminder plans activities related to events in children's lives, such as Remembrance Day. For example, children make pictures of poppies and the childminder encourages them to recall and talk about their visits to church with their parents. The childminder responds to children's interest in the environment. She talks with them about the weather and the moon and encourages them to watch a fox running around outside the front of her home.

Children show interest in technology and confidently use electronic games they bring from home. They have access to a good range of media and materials. The childminder plans creative activities and sets up resources on a small table in the kitchen. Consequently, children develop confidence as they explore and use paint, glue and modeling dough to make designs. The childminder encourages children to use their imagination in their play, for example, as together they pretend to eat ice-cream while playing outdoors. She knows children well and uses a tracking system to effectively observe, record and promote their development. This helps her identify that children are reaching expected levels of development. The childminder talks with parents every day and shares progress summaries with them to involve them in children's care and learning. She responds to children's interests during activities, encourages them to take the lead and adapts her approach according to children's individual stage of development. Consequently, children are motivated during their play and make good progress in relation to their developmental starting points. They develop the skills they need for their future and starting school.

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

Children are well behaved and co-operative because the childminder sets clear boundaries and explains about the importance of being kind to others. Consequently, they develop good control of their emotions and know how to respond if there are any minor incidents during their play. Children are inquisitive and enthusiastic learners and want to be involved in everything on offer. The childminder provides them with a positive role model. This can be seen as children frequently remember and use similar questions to the childminder to find out more information. The childminder makes good use of these opportunities to respond and extend children's learning. Children are starting to gain confidence and make friendships during regular outings to a toddler group. They are happy and settled and

form close relationships with the childminder and enjoy her involvement in their play. The childminder promotes children's independence and ability to make decisions as she encourages them to do things for themselves, while providing support when needed.

Children's good health is promoted because the childminder works closely with parents to help some children overcome a reluctance to eat different food. Consequently, children are now willing to try, and generally enjoy eating fruit the childminder provides at snack time. They have also started to eat some vegetables at home. If children do not want the food provided, the childminder provides them with alternatives, while patiently encouraging them to try different dishes. Consequently, they are beginning to have a well-balanced and nutritious diet as they are helped to overcome a fussy approach to food. The childminder follows good hygiene practice in relation to children's care needs. She helps them when needed while giving them privacy, for example, when they do not get to the toilet in time. Children have access to a good range of indoor and outdoor resources that provide them with challenge and capture their interest in learning. For example, they persist with using keys to open four different sized padlocks attached to a wooden board. Children show great enthusiasm and say 'cool' when the childminder introduces games they enjoy using. With her support, children enjoy climbing to the top of a tall wooden frame in her garden and using a rope ladder to come down the other side. The childminder sets up activities in different areas of her home and makes good use of the kitchen for messy play.

Children learn about their own safety as the childminder enters into discussion with them about the importance of not jumping on furniture. She talks to children about road safety and makes sure they wear high visibility vests on local walks so they understand they can be seen by traffic. The childminder develops positive relationships with children and works closely with parents to meet their individual needs. Her good interaction and communication with children means they are provided with a positive role model that encourages them to value and respect others. Children are beginning to develop an awareness of differences in society, as they play with resources that reflect positive images of diversity, such as dolls and books. The childminder plans activities to promote this area of learning. For example, she takes children to a local Chinese restaurant where they enjoy eating food to celebrate Chinese New Year. Children move smoothly between the provision and their home. The childminder meets children's emotional needs by talking and agreeing with parents about how much to tell them about army and family life.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect children's welfare and has updated her policies and procedures to include the use of mobile phones and cameras. Since registration, the childminder has completed additional safeguarding training that has increased her knowledge of signs and symptoms of child abuse. All necessary checks have been completed to identify that the childminder and other adults in her home are suitable. Adult: child ratio requirements are met and children

are well supervised at all times. The childminder does not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. The premises are safe and secure and the childminder operates a no smoking policy within her home. She completes risk assessments and uses a safety check list to reduce and remove hazards in her premises and on outings. The childminder has a seven seater car which is suitable for the number of children she transports to and from school. She regularly checks large resources, such as car seats used to transport children and makes sure they are strapped in to maintain their safety.

Since registration, the childminder has completed a level 3 childcare qualification. This has increased her knowledge and understanding of the Early Years Foundation Stage, including child development and how to monitor and revise activities to provide children with challenge. As a result, she has obtained a much wider range of resources which she uses successfully in practice to stretch children's abilities. The childminder carefully observes children's play and uses guidance to monitor their progress and ensure they reach expected levels of development. She gradually and successfully encourages children to use resources that they were initially reluctant to explore. Consequently, some children have gained confidence in touching a wider range of media. For example, they happily use their hands to search for plastic bugs in cooked jelly.

Since the last inspection the childminder has made continuous improvement to the provision. For example, she has created a small cosy area under the stairs with books and a child sized sofa which has helped to promote children's interest in looking at books independently. She has significantly increased her play equipment so that children are provided with good variety. The childminder constantly drives improvement by sharing ideas with other registered childminders, some of which she implements in her own practice. She has clear aims for future improvement, for example, to continue to improve the environment for children so they have a designated playroom. Recommendations made at the last inspection have been met. The childminder has involved parents in children's learning and development and completed self-evaluation documents which clearly identify her ability to evaluate the quality of the provision. In addition, the childminder has joined an interactive on line childminding support group, which has enabled her to introduce new ideas that have improved outcomes for children. The childminder establishes effective communication with parents and works closely with them to meet children's individual needs. She offers advice and support that provides children with continuity in their care and learning, for example, in relation to managing any challenging behaviour. She also offers flexible attendance times for children that support parents' shift work in the army.

### **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>	EY373436
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	952697
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/03/2010
<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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