

Inspection date

Previous inspection date

11/03/2014

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

- The childminder organises her practice effectively to provide children with a good variety of play and learning experiences both inside and outside the home.
- The childminder has very good relationships with children. Children are happy and totally at ease in the childminder's home.
- Children's behaviour is very good. They enjoy themselves as they actively engage in purposeful play.
- The childminder has a good understanding of how to support children's development. Consequently, children make good progress with their learning.

It is not yet outstanding because

- The childminder has only been minding a short while and has yet to establish highly effective partnerships with all others involved in children's care and education.
- The childminder does not maximise children's opportunities to develop an understanding of technology.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaging in a variety of indoor activities.
- The inspector discussed the childminder's practice with her.
- The inspector sampled the childminder's documentation, including children's learning records.
- The inspector viewed the areas of the home used for childminding.

Inspector

Cathy Hill

Full report

Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and on the compulsory part of the Childcare Register. The childminder lives with her husband and three children in Aldershot, Hampshire. The home is close to local schools and shops. All areas of the property are used for childminding with toilet facilities on both floors. There is an enclosed garden for outdoor play. The childminder is currently caring for three children in the early years age range. The family has a dog.

What the setting needs to do to improve further

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

- increase activities which provide children with opportunities to develop their understanding of technology
- strengthen partnerships with others involved in children's care and education to promote consistency in meeting their individual needs.

Inspection judgements

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

The childminder has a secure knowledge of how to support children's learning. She uses questions skilfully as children play to make them think and thereby reinforce and consolidate their learning. For example, she sits with children as they play with the small world kitchen unit. She asks children if they recognise the different items of play food and they correctly name items, such as grapes and a strawberry, and name some of the colours they see. If uncertain the childminder gently leads them to achieve by giving them the initial letter sound to the colour. She helps develop children's vocabulary by naming unfamiliar items, such as a croissant. Noticing children's engagement and interest in play the childminder uses the opportunity well to help develop children's number awareness by building a tower with the play food items. Children help count the eight items in the tower before shrieking with laughter as the tower topples over. The childminder introduces comparative language into play as she extends the activity by suggesting children use the building blocks to see who can build the highest tower. Children respond positively to the genuine interest the childminder takes and show sustained concentration as they sit and play with the blocks. They show good hand-eye coordination as they post different shape blocks into the shape sorter tub and the childminder encourages the children to name the shapes they handle. The childminder sets children challenging but achievable targets, for example, as she encourages them to find shapes of the same colour, which they do successfully.

The childminder finds out about children's starting points through verbal and written information obtained from parents when children first come into her care. She keeps detailed learning records for all children with both written and photographic evidence of their achievements linked to the different areas of learning. The childminder tracks children's learning and her ongoing assessments enable her to plan activities to support their progress. The childminder uses her learning records to support her in completing the written progress check on children's development when they are aged two. She shares information about children's learning regularly with parents to keep them fully involved with their child's development.

Children make good progress with their learning in all areas as they engage in active play. They show a strong motivation to learn as they ask questions, for example about sounds they hear, to develop their own learning. Children repeat words after the childminder to reinforce new vocabulary and to familiarise themselves with the word sounds. The childminder takes children out regularly, for example to playgroups, the library and parks. This enables children to develop their social skills mixing with other children and to learn about the wider world. Children learn about nature as they look at leaves, and they show an interest in how things work as they press buttons on interactive books to make animal sounds play. The childminder plans activities around monthly topics, such as colour and shapes, so children can develop in all areas. However, she does not maximise children's opportunities to learn about technology through the use of a wide range of activities and resources. For example, the childminder takes children to the library where there are computers in the children's area. However, the childminder does not use this opportunity to help children understand how the computer works. The childminder fosters children's interest in books effectively as she sits and reads to them. Children hold the book as the childminder gently lifts them to sit near her on the sofa. The children say excitedly that, 'The book's flying' as they nestle down to listen to a story. The childminder maintains children's interest very well as she asks them questions about the pictures and they enjoy the story session so much they immediately go to choose another book to share.

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

The childminder's settling-in procedures are very effective in supporting children to transfer successfully into her care. Children's photographs are on display by their coat peg and their artwork is on display. This supports them in developing a sense of belonging in the childminder's home. Children are familiar with the home layout and move freely and comfortably around. The childminder has educational posters on display in her home, for example showing numbers, parts of the body and fruit and vegetables and this provides a stimulating surround for children's learning. Children play with a variety of good quality toys that promote learning in all areas to support them in getting ready for their move to main school. The childminder is very kind and caring and supports children's emotional well-being effectively. Children have very good relationships with the childminder and enjoy the attention and cuddles they receive. They grow in self-esteem as a result of the praise and encouragement the childminder gives them as they play. Children behave very well as they are occupied with play that interests and stimulates them. They help take

responsibility for their environment as they help tidy toys away before starting a new activity.

The childminder works in partnership with parents to support children in learning about a healthy lifestyle. The childminder maintains her home to a high standard of cleanliness and children follow routine hygiene practice as they wash their hands before eating. Children sit and enjoy a snack of fruit, provided by their parents, and drink freely when thirsty. Daily outings with the childminder enable children to exercise in the fresh air. They crawl through tunnels and balance on play equipment at the park and the childminder has a variety of outside equipment to support them in developing their physical skills. The childminder includes all children in a monthly practice of her emergency evacuation drill to develop their understanding of safety. She teaches children about road safety when out and reminds them of safe practices as opportunities arise during play, for example, gently reminding children not to stand on floor toys as they could slip.

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

The childminder has made a very good start to her childminding career. She has a good understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder monitors children's learning on an ongoing basis and plans a variety of activities, both indoors and out, which enable children to progress. She has good partnerships with parents and shares information with them about her practice, such as her detailed policies and procedures. The childminder displays some information in her home for parents, including information on weekly activities and safeguarding. Parents confirm they are very happy with the childminder's service. The childminder has established positive relationships with some, but not yet all, others involved with children's care and learning to promote consistency in meeting children's needs.

The childminder maintains a good range of detailed documentation in support of her practice. She fully understands the procedures to follow with any safeguarding concerns and has a detailed safeguarding policy, which she shares with parents. The childminder maintains risk assessment records and carries out a daily safety check of her home. Children play safely as hazards have been minimised and the childminder supervises them well. The childminder evaluates her practice and seeks feedback from parents through discussion. She is keen to continually develop her knowledge and skills and is starting to study for a level 3 qualification. Since registration the childminder has grown in confidence in her new career and has improved her resources. She plans to make improvements to her garden to develop children's learning opportunities during outside play.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY466563
Local authority	Hampshire
Inspection number	935433
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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