

Inspection date

12/03/2014

Previous inspection date

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

- Children are excited and stimulated by the broad range of well planned, fun and exciting activities which encourage them to explore, investigate and solve problems.
- The childminder carefully monitors children's development through her observations. She uses this information to plan activities that target children's individual learning needs, helping them all to make good progress.
- Children feel happy, settled and secure as the childminder has a thorough understanding of their individual care needs and routines, and listens to children.
- The childminder promotes children's safety well. She is proactive in taking steps to ensure her home, and any outings the children take part in, are as safe as possible.

It is not yet outstanding because

- The childminder does not make full use of the outdoor play space to support all aspects of children's learning and development.
- The childminder does not always ensure that she has collected enough information about children's starting points from parents to enable her to fully plan for their next steps when they start.

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 in the childminder's home.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the childminder's self-evaluation and written comments from parents.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and child in a house in the Chandlers Ford area of Hampshire. All areas of the childminder's home are included in the registration, with care mainly provided on the ground floor, with toilet and rest facilities provided on the first floor. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll, all of whom are in the early years age range. The family has a pet guinea pig.

What the setting needs to do to improve further

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

- make better use of the garden to further enhance children's learning experiences
- encourage parents to provide more information about children's educational starting points.

Inspection judgements

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

Children are keen to take part in the broad range of activities the childminder provides. This is because she plans activities that are fun, that reflect children's interests and support their particular learning needs. For example, children are fascinated as they play with the homemade gloop mixture. They watch carefully as it drips through their fingers and onto their hands, exploring and investigating this unusual substance. The addition of mint flavouring to the mixture stimulates children's senses, adding further interest. The childminder supports children's language well as she chats to them throughout their play and activities. She introduces new sounds and words, and responds to younger children's babbles positively. The childminder is fully involved as children play, offering support and motivation. Children receive lots of praise and encouragement from the childminder, which makes them feel very proud of their achievements. She encourages them to explore and problem solve during their play. The childminder provides toys that light up and make sounds, encouraging younger children to reach out and increase their mobility. The children often repeat their actions with a purpose in mind, pressing buttons or opening flaps and expecting a particular response. Children enjoy experimenting with materials such as paint, using their hands and tools to make patterns, marks and mix colours. Children learn new skills as they participate in cooking activities. They gain a greater understanding of the meaning of words, such as 'gentle', as they have a go at cracking eggs to add to their mixture. Children are confident to have a go and make mistakes due

to the childminder's caring and supportive approach. Children participate in activities that raise their awareness of cultural and religious festivals such as Pancake Day. They regularly play with small world toys and books that reflect different cultures and backgrounds, helping them to develop a respectful awareness of diversity. Children enjoy outings in the local community. They also benefit from visiting places that support their particular interests. For example, a trip to the aquarium supports children's interests in animals. Photographs of these outings displayed on the childminder's wall remind children of these fun days out and enable them to discuss and recall specific events.

The childminder has effective systems for monitoring children's progress and planning for their next steps. This means that children are able to make good progress in all areas of their learning and are prepared well for the next stage in their development. Parents receive daily information about events, routines and the activities children have enjoyed. The childminder also discusses with them any particular aspects of children's learning or development she is focusing on, encouraging them to continue to support children's learning at home. The childminder completes a summary assessment and shares this with parents. This helps parents to understand the progress children are making and their next steps. The childminder asks parents to complete an 'All about me' form when children first start. However, this often contains minimal information about children's previous learning. This means that the childminder does not have sufficient information to help her build on children's existing skills and knowledge when they first start.

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

Children are happy and feel settled and secure. This is because the childminder has a very good understanding of their individual needs and routines and follows these at all times. For example, the childminder plays music as a younger child goes for a nap, as she knows this is the routine followed at home. This means children feel relaxed and quickly drift off into a peaceful sleep. Children form strong bonds with the childminder and her family and feel welcome in her home. Children learn to play well together due to the consistent expectations and boundaries the childminder uses with the children. Children learn how to keep themselves safe. For example, the childminder teaches them about road safety. Children receive lots of praise and encouragement from the childminder to reinforce their positive actions.

The childminder listens to children's ideas, thoughts and preferences and takes these on board when planning activities. This helps children to feel valued and involved in decisions about their care and learning experiences. Children are encouraged to be increasingly independent. They can make choices in the toys they use as the childminder considers the storage of resources to enable children easy access. Indoor play spaces are well organised and welcoming so that younger children develop their physical skills as they sit and start to stand up against the furniture. Children enjoy outings to local parks and play areas to engage in physical play activities. However, the childminder does not make good use of her garden to extend children's all-round learning experiences further.

The childminder promotes children's safety and welfare very well. All areas are secure

enabling children to move about freely, in safety, with appropriate levels of supervision. The childminder completes daily checks on the premises, ensuring that appropriate measures are in place to provide a safe environment for the children present. Children take part in practising the emergency evacuation procedures and learn about safety as they play. Positive practices followed by the childminder and children help to promote children's health. The childminder provides children with their own flannels and hand towels to encourage them to follow good hand hygiene routines. The childminder provides children with healthy snacks and meals according to their individual dietary needs and routines. Drinking water is always easily accessible and the childminder supports younger children in having regular drinks of water. This helps to support children lead healthy lifestyles.

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

The childminder has a secure awareness of the Early Years Foundation Stage requirements for both learning and development, and safeguarding and welfare. The childminder demonstrates a commitment to continuous improvement. She attends training to increase her skills and applies what she has learnt to her provision, improving outcomes for children. The childminder seeks feedback from children, parents and other childcare professionals and uses this to help her identify and make improvements.

The childminder has a secure understanding of child protection and safeguarding procedures. She has attended safeguarding training recently to keep her knowledge up to date. She demonstrates a confident awareness of possible indicators of abuse and the procedures to follow should she have a concern about a child's welfare. She shares her written safeguarding policies with parents and displays contact details of local safeguarding agencies on the parents' notice board. This means that parents are clear about her responsibilities and have access to more detailed safeguarding information should they ever need it. Good use of documentation, such as an accurate record of children's attendance, helps to support children's ongoing welfare. The childminder occasionally works with an assistant. She ensures she monitors the work of her assistant, and meets all the requirements of the Statutory Framework for the Early Years Foundation Stage.

Good partnerships established with parents help to ensure children feel safe and secure and that the childminder is able to meet their individual needs. Parents state that children are very happy and settled due to the childminder's positive interactions. Parents enjoy daily information about routines and events, and are encouraged to share information about events in children's home lives. This helps to keep parents fully involved, and ensures that the childminder is fully aware of the children's ever changing routines and needs so that she is able to meet these. The childminder establishes links with other settings children attend. She sets up arrangements to share information to help them work consistently in supporting children's needs.

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

Unique reference number	EY466543
Local authority	Hampshire
Inspection number	933636
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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