

## Inspection date

Previous inspection date

19/03/2014

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 quality of teaching helps children to learn and make good progress in their development. The childminder understands how children learn and plans activities that reflect children's interests and abilities.
- The childminder is warm and caring. Consequently, children develop strong bonds with her and show that they feel a sense of belonging in her care.
- The childminder has a secure understanding of safeguarding and child protection practice, which enables her to promote children's well being and keep them safe from harm.
- The childminder has a consistent and caring approach to behaviour management. She offers children lots of praise and support and values their achievements. Consequently children's behaviour is good.

### It is not yet outstanding because

- The childminder tracks children's learning and knows they make progress, but is not always able to clearly show this so any gaps in learning are quickly identified.
- The childminder is committed to continuous improvement but has not yet fully developed her self-evaluation processes to clearly identify the key areas for further development in her practice.

## 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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector observed play and activities inside the home.
- The inspector viewed the premises, toys and equipment.
- The inspector checked evidence of suitability and qualifications of the childminder and household members.

## Inspector

Susan Wilson

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband in a residential area of Ringwood, Hampshire. Downstairs forms the main area used for childminding. Children have use of a living/dining room, conservatory and downstairs toilet facilities. There is a garden for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has six children on roll in the early years age group.

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

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

- develop further the system of tracking children's learning to easily show the progress they make
- develop the self-evaluation process further to clearly target developments of future practice in order to improve children's outcomes further.

### Inspection judgements

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and has a firm grasp of children's interests and needs. She applies this knowledge very well in practice because her activities are linked to children's next steps in their learning. She makes regular observations of children during play which are robust and detailed and linked to the areas of learning and the typical age and stage of development for children. This means that activities are carefully tailored to children's needs and so they make good progress from their starting points. The childminder also takes photographs and keeps samples of children's creative work to contribute to her assessments of children's progress. Information gathered from parents when children first start helps the childminder become familiar with all children and enables her to plan activities that are targeted to match children's preferences.

The childminder is aware of the requirement to complete the progress check for children aged two at the appropriate time. The childminder has started to use available published guidance to assess children's progress, but she does not always consistently update her evaluations which means that she cannot always demonstrate precisely the progress children are making.

Children are highly motivated and they enjoy exploring the sensory opportunities provided

by the childminder that extend children's critical thinking and help them become confident learners. For example, young children show their delight as they use their physical skills to explore as they move spoons and plastic animals through the shaving foam. The childminder understands that these physical skills are necessary in preparation for children's early writing. The childminder makes good use of local places such as the park, beach, shops and the library to extend children's learning about the wider world and to socialise with other children.

The childminder promotes children's communication and language well. She is a positive role model as she reinforces language skills by repeating new vocabulary back to children so they can copy. Her interaction with the children is good and she gives them her full attention when speaking to them. She gets down to their level, gives them lots of eye contact and also uses gestures and facial expressions to communicate with them. Consequently, the youngest children learn their voice and actions have effects on others as they babble confidently in their play.

The childminder has a good knowledge of how to teach children and how they learn. The learning environment is well resourced and inviting to all children to effectively promote their learning. Toys are easily accessible, enabling children to make independent choices in their play, follow their interests and return to familiar resources. The childminder manages the routine of the day to give children good opportunity to play at their own pace in an unhurried and relaxed manner. As a result young children show deep levels of concentration.

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

Children settle well, having formed strong emotional bonds and secure attachments. The childminder gathers information from parents to ensure each child benefits from consistent care that meets their individual needs. Children are very happy and display high levels of confidence and a strong sense of belonging as they move purposefully around the environment, making informed choices about how and where they spend their time. The childminder speaks about the children in her care with great affection and responds to each child with patience and a focused attention. She makes each child feel important and valued and this is observed in the nurturing interactions that take place between child and childminder as they play and chat together. Children's personal, social and emotional development is particularly well fostered. This promotes children's confidence and their enthusiasm for learning, standing them in good stead for their move to school.

The childminder follows positive practices to help to promote children's health. For example, children and the childminder wash their hands before eating and the table is cleaned with anti-bacterial spray. Children enjoy healthy snacks and they are encouraged to have drinks throughout the day when they are thirsty. Parents provide packed lunches and they are encouraged to provide healthy options. Food is stored in the fridge which means packed lunches are kept at an optimum temperature. The childminder is efficient in nappy changing and keeps very young children engaged, helping them to feel relaxed. Good standards of cleanliness are maintained throughout the childminding areas and the

toys and resources are clean and well cared for.

The childminder is a positive role model for children's behaviour; she is courteous and shows them respect in all they say and do. She has a very calm manner when talking to the children; she gives them clear direction about what she would like them to do rather than what she does not want them to do. Her behaviour management strategies effectively help children understand the behavioural expectations. The childminder acknowledges their achievements through frequent and meaningful praise and encouragement. As a result, children are exceptionally well behaved and play harmoniously together.

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

The childminder demonstrates a secure knowledge of her responsibilities with regards to the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. The childminder has a clear knowledge of safeguarding and child protection issues. She has clear policies in place and knows who to contact if she has a concern about a child in her care. All visitors sign a visitors' book and identification badges are checked. Adults living in the home have been checked to ensure they are suitable to be in contact with children and the childminder ensures that they are always in her sight. High regard is given to recording accidents, incidents and administration of medicines. Children are kept safe inside and outside as the childminder has thoroughly risk assessed the environment to identify and minimise potential hazards. The emergency evacuation procedure is practised regularly, which means that children know what to do if they have to leave the house quickly. There are risk assessments for outings, which means children are kept safe when they are away from the childminder's home. The childminder has completed paediatric first aid training, which enables her to respond appropriately in the event that a child has an accident. This safeguards children, and helps them feel safe and secure with the childminder.

The childminder has built good relationships with parents to share a broad range of information to ensure children's individual needs are known and provided for, in relation to both their care and learning. By completing all required consents and documentation, parents share what they know about their child before they attend.

The childminder is very keen to maintain continuous improvement. Although she knows what she wants to do to develop her service further, the childminder does not sufficiently evaluate her current practice, including gaining the views of parents, in order to identify precisely the key areas for improvement. The childminder is very keen to maintain continuous improvement and demonstrates a positive attitude to childminding. She is extremely well organised and is passionate about delivering good quality provision. She uses her previous experience as a previously registered childminder and an early years practitioner in a nursery to good effect and holds a relevant level 3 qualification. The childminder has a thorough understanding about child development. She fully understands the learning and development requirements of the Statutory Framework for the Early

Years Foundation Stage.

Children are happy and confident and can independently choose from resources. They are allowed to explore their surroundings and are appropriately physically challenged. The childminder observes children and plans purposeful and developmentally appropriate activities which challenge children and engage them in learning. The childminder has a good understanding of working with other settings to ensure good continuity in children's learning, care and development.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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>     | EY460982       |
| <b>Local authority</b>             | Hampshire      |
| <b>Inspection number</b>           | 940743         |
| <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>      | 6              |
| <b>Number of children on roll</b>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <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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