

<b>Inspection date</b>	17/03/2014
Previous inspection date	25/10/2011

<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 flourish because they feel safe and secure in the childminder's care.
- The childminder works successfully with parents. This helps her meet children's individual needs well.
- Children make good progress in their learning because the childminder provides children with a broad range of activities and teaches them well.
- The childminder develops positive relationships with children and promotes their communication skills well. Consequently, children happily engage in conversations with the childminder.

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

- Children do not always have frequent opportunities to become familiar with words and numbers in readiness for later reading and writing when they go to school.
- The childminder does not have many investigative resources to fully support children's curiosity and encourage them to discover more about the world around them.

## 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 indoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled children's records, policies and procedures and regulatory documentation.

## Inspector

Marilyn Joy

## Full report

### Information about the setting

The childminder was registered in 2011. She lives with her husband and two school age children in a house on the outskirts of Andover in Hampshire. All of the home may be used for childminding, although upstairs is only used for sleeping. There is an enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder is currently minding three children in the early years age group and one who is over eight years. The family has a dog. The childminder is a member of Professional Association for Childcare and Early Years. The childminder has an early years qualification at level 3.

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

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

- extend opportunities for older children in particular to become familiar with words, letters and numbers, and use them in their play
- develop further children's interest and curiosity about the world around them with a wider range of challenging resources they can use to investigate and experiment with.

### Inspection judgements

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

Children enjoy a good range of activities with the childminder. They regularly go on outings which helps them learn about the local environment. For example, they visit a local farm which prompts discussions about where food comes from and links with their healthy project. The childminder uses practical activities to introduce children to different cultures and the celebrations they enjoy. For example, children make dragon pictures and eat noodles to celebrate Chinese New Year. They also visit a nearby house which is decorated especially for this celebration. Children enjoy lots of craft activities linked to celebrations throughout the year. The childminder adapts activities according to children's level of development. She allows them plenty of time to finish or return to activities later if they want to. The childminder gives children plenty of choices about what they want to do.

The childminder successfully adapts activities and guides children's play so that all children are fully engaged. For example when older children are engaged in activities at the table, babies sit in the high chair alongside the childminder so they feel involved and part of the group. The childminder involves babies in conversations and effectively promotes all

children's language skills. For example, she echoes the sounds babies make and models conversations with them while talking to older children about what they are doing. The childminder uses open questions well and reinforces children's language and understanding by repeating what they say clearly and extending their vocabulary with further explanation. Consequently, children's communication and language skills are developing very well.

The childminder promotes children's early writing well. In particular, she encourages children to use tweezers and fix items together with pegs. This helps them develop strength in their fingers and hold a pencil well. The childminder has a variety of books for different ages and takes children to the library to encourage an enthusiasm for reading and stories. The childminder reads books well. Younger children enjoy a cuddle when they share books while older children enthusiastically point out what they can see in the pictures. The childminder has also labelled her resources. This helps children understand that print has meaning. However, the childminder is not fully supporting children's literacy skills because she has used capital letters. Consequently, children do not become familiar with the letters they will use when they go to school or the letters included in their name. The childminder counts with the children and encourages them to explore size and shape when using a variety of construction kits and puzzles. The childminder points out numbers in books and when playing games. The childminder has plans to display numbers in the garden and link this with parking spaces for cars. However, at present, they are not displayed which means children do not have many opportunities to become familiar with written numbers or use them in their play.

The childminder accurately monitors and promotes children's progression. She gathers information when children first attend and regularly discusses their learning and development with parents. This helps her identify what they can do and plan their progression. The childminder creates a 'memory book' for each child, which includes clear observations of their experiences and the progress they are making. She links this with the areas of learning so that their level of development is clear and their next steps for learning are identified. The childminder completes the required progress check when children are aged between two and three years. She is fully aware of her responsibility to liaise with parents and liaise with other professionals to ensure children receive the individual support they need.

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

The childminder provides children with a secure and nurturing environment where they feel confident to explore and interact with one another. They benefit from effective settling in routines which introduce them well to a new environment and new people. Consequently, children form strong bonds with the childminder and are confident in their play. The childminder liaises closely with parents to agree children's care routines and respond to their individual needs. For example, the childminder organises children's sleep routines to fit in with parents' wishes. The childminder regularly takes children to toddler groups to help children socialise with others and feel confident in large groups in readiness for the move to pre-school or school. The childminder discusses these visits with parents,

particularly if children do not settle, so they can develop strategies of support together.

Children receive good support from the childminder to help them understand what is expected and behave well. She provides them with clear boundaries with plenty of praise and encouragement to guide them. Consequently, this helps children form positive relationships with others and understand right from wrong. For example, the childminder clearly explains why it is not nice to snatch a toy from another child and why they should share. The childminder introduces safety rules routinely with the children. For example, she teaches them about crossing the road and the importance of holding hands and not running off. Consequently, children learn about how to stay safe.

Overall, the childminder promotes children's all round development well with the good range of resources available. Many are at a low level which means children can help themselves. Consequently, this encourages children to be independent; make choices about what they want to do and select toys for themselves. However, the childminder does not have a wide range of discovery or investigative resources or materials to encourage children to experiment with and explore. For example, the childminder is creating an 'ant farm' but does not have magnifying glasses or bug boxes so that children can look at them more closely.

Children experience a healthy lifestyle with the childminder. They play in the garden, take the dog for a walk and visit the park. Children develop their physical skills well as they use a variety of equipment indoors and outdoors. The childminder encourages babies to crawl by placing interesting toys just out of reach so they are motivated to try and reach them. She has different sized paint brushes to help children gain control over their hands and gradually develop an appropriate grip for later writing. Children learn about the importance of good hygiene routines because the childminder consistently encourages children to wash their hands and is a good role model herself. Children learn about healthy eating because the childminder talks about healthy foods at meal times.

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

The childminder has a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She meets all the requirements and promotes children's learning and development well. Consequently, children make good progress in the secure and comfortable environment provided. All the required documentation is in place and organised well. The childminder is fully aware of child protection issues and knows what to do if she has concerns about a child in her care. The childminder has a clear understanding of safety and ensures her home and garden are secure so that children are unable to leave unaccompanied.

The childminder is aware of her responsibilities in delivering the learning and development requirements. Children experience a broad range of activities and the childminder is fully engaged in promoting children's learning.

The childminder is keen to maintain good quality care for children. She has completed an early years qualification and training to update her knowledge of safeguarding and first aid. She has made progress since the last inspection by making writing materials and tools more accessible. They are stored in a low level storage unit so that children can easily help themselves whenever they want to. The childminder identifies areas for further development to help her improve outcomes for children. For example, she is currently making changes to her garden which will help her extend children's experiences outdoors. The childminder develops positive relationships with parents. She provides them with plenty of information about the care she provides, daily routines and children's experiences. The childminder liaises closely with parents when organising settling routines and managing behaviour. This helps her ensure she is meeting their children's individual needs and this is in line with parents' wishes. Parents provide positive feedback regarding children's learning and their experiences with the childminder in 'thank you' letters and children's progress records. The childminder is fully aware of the importance of working with other professionals and settings children attend.

### **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>	EY426115
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	953888
<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>	25/10/2011
<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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