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| <b>Inspection date</b>   | 11/02/2014 |
| Previous inspection date | 03/11/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | 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            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- The childminder is well organised. She implements effective procedures for keeping children safe and secure and working with her assistants and other professionals.
- Children make good progress in their learning because the childminder teaches them well.
- The childminder works closely with parents which helps her get to know children well. They frequently exchange information which helps them work effectively in partnership.

#### **It is not yet good because**

- The childminder does not always promote positive examples of appropriate behaviour or language.
- The childminder does not label her resources consistently. Consequently, it is confusing for children to recognise letters or their name because letters do not always look the same.
- Younger children's creativity is not always fully promoted because paper and crayons are not always visible so they can help themselves.

## 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, the childminder's assistant and children at appropriate times during the inspection.
- The inspector sampled children's records and a selection of policies and regulatory documentation.
- The inspector read feedback from parents.

## Inspector

Marilyn Joy

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her husband and three school age children in Hordle, Hampshire. The whole of the home is registered for childminding and there is an enclosed garden for outdoor play. The family has one cat and a dog. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently has 15 children on roll; of these 12 are in the early years age group. The childminder also cares for children aged over eight years. The childminder is registered to provide free early years education to children aged two, three and four years.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- provide a good role model, and consider how language is used to encourage children to value and respect others.

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

- promote younger children's creativity further by making craft materials more readily available
- help older children become familiar with words and letters by ensuring labels and their name are consistently presented.

## Inspection judgements

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

Children make good progress in their learning and development because the childminder teaches them well overall. Consequently, the progress they make ensures that almost without exception they have the key skills needed for the next steps in their learning whether this is school or pre-school. Children are motivated and interested in the activities the childminder provides. Children enthusiastically explore musical instruments and sing songs. They learn to identify and name different objects when playing a card game the childminder has created. Young children find matching picture cards. The childminder introduces older children to letter sounds as she clearly says the word and names and sounds the first letter. This helps children with developing their speech and helps prepare older children for learning to read when they go to school. There are plenty of books to

choose from and children enjoy listening to stories. The childminder displays some posters and has labelled most of her toys boxes. However, some of the labels have capital letters and some use small letters. Consequently, this is confusing and does not help children become familiar with letters and words or recognise their name. The childminder has a good selection of craft materials in her craft cupboard. Older children know they are there and either ask for what they want or help themselves. However, paper and crayons are not always visible so that younger children are prompted to choose them. Consequently, they are not fully supported to develop an interest in making marks or practice early writing skills.

Children experience a broad range of activities that introduce them to the world around them and also respond to their interests. The childminder regularly takes children on outings to explore the local and wider environment. They go for walks around the locality, attend toddler groups and visit places of interest. This helps them learn about the role of the fire officer, notice the changing seasons and socialise with others. The childminder successfully raises children's awareness of diversity in the world around them through simple activities that they understand. For example, they make a dragon to celebrate Chinese New Year and create sounds with a 'singing bowl' used by Buddhists. The childminder supports children who are learning English as an additional language well. She liaises closely with parents and learns key words in their own language. This helps her recognise and reinforce what children are saying and values all their attempts at speech. In addition, the childminder works closely with speech therapists to support all children with their language skills. They visit children in the childminder's setting which helps them work together. Consequently, children benefit from continuity in the support and guidance they receive.

The childminder gets to know children well. She regularly observes what they are doing and successfully monitors the progress they are making. The childminder creates records of children's achievements and provides parents with a termly review of their progress and next steps for learning. In addition, the childminder completes the required progress checks for children aged between two and three years and shares these with parents. The childminder uses what she knows of the children and their interests to plan their progression. For example, she encourages babies to stand and pull themselves up on the furniture in preparation for walking. Children enjoy a walk in the rain and when they return home they cut out shapes and make umbrella pictures and sing songs about the rain.

Children have plenty of opportunities to direct their own play. The childminder and her assistant effectively join in and encourage children's thinking. Effective questioning helps children extend their ideas and talk about what they are doing. These simple discussions provide all ages with the vocabulary they need to express themselves when ready. Children enjoy manoeuvring the cars and construction vehicles around the floor. This is easily extended when the childminder links this with a previous discussion about collecting rubbish and taking it to the dump. The childminder routinely introduces size and shape as she talks to children and identifies the objects the child is fitting into the truck. The childminder teaches children how to look after the dolls, wrap them in blankets and fit them in and out of the seats. Consequently, children develop a range of skills as they play

imaginatively and creatively together.

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

Overall, children are happy and settled with the childminder. They move around with confidence because they are familiar with their surroundings and feel secure with the adults who care for them. Children of different ages play well together because the childminder and her assistant plan activities that they enjoy and adapt them so that everyone can participate. For example, babies learn to pick up and shake the bells when joining in at music time. They are delighted with the noise they make. Whereas, an older child joins in with actions and words to the song. Children learn to play cooperatively together, share and take turns. The childminder involves children in developing 'golden rules' for playing together. Consequently, this helps children think about how to behave and what is expected of them. Generally, the childminder presents a positive role model to the children. She usually demonstrates how to be kind and caring to one another and provides clear guidance about what is acceptable behaviour. However occasionally this is not consistent.

The childminder promotes children's physical development well. Children have lots of challenging equipment to explore, indoors and outdoors, and gain competence in using it. They spend time outdoors daily whether this is in the garden, going for walks or visiting the park. Large play equipment in the garden helps children develop skills in climbing and balancing. Children develop their hand to eye coordination when learning to catch a ball and experiment with playing musical instruments, such as a triangle. They concentrate as they hold the triangle in one hand and hold the baton in the other. Babies and younger children learn to negotiate the step into the playroom safely and gain confidence with crawling and walking. Children learn about staying safe as they play and learn with the childminder. The childminder teaches them about road safety when going for walks and how to use a range of equipment safely. The childminder has an extensive range of resources to support children's all round development. Many are stored in her playroom on open shelving. This promotes children's independence because they can access them easily and make choices about what they want to do.

Children develop good health and hygiene habits because the childminder and her assistant consistently support them to do so. The childminder has all the equipment she needs to help children manage tasks for themselves. For example, there are step stools so children can reach the sink to wash their hands and different shaped spoons to make it easier for babies to feed themselves. Consequently, children learn at an early age to be independent and manage tasks for themselves. At meal times children enjoy a good variety of freshly prepared foods. The childminder groups high chairs together around the table so that mealtimes become a sociable occasion when children communicate with one another. These simple routines, alongside learning to care for themselves, help prepare children for the next stage in their learning.

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

## provision

Overall, the childminder has a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She is well organised and, generally, implements her policies and procedures effectively. All the required documentation is in place and she implements robust recruitment and employment procedures. This helps her ensure her assistants are suitable to work with children and that they understand their roles and responsibilities. The childminder supports the work of her assistants through regular guidance and training. The childminder completes thorough risk assessments of her home and for outings. This helps ensure children remain safe and secure. The childminder is vigilant in her supervision of the children. The childminder has a secure knowledge and understanding of child protection issues. She makes sure her assistants know what to do if they have concerns about a child in their care and the procedures to follow.

However, the inspection was brought forward, following a concern to Ofsted about the childminder speaking about a child in an inappropriate manner. The childminder acknowledged that this happened and immediately apologised to the children present, and to the child's parents. The inspection found that the childminder is usually a good role model and accepts the incident was unacceptable. She has modified her practice and intends to be more aware of interactions with children.

The childminder monitors children's learning and development well and analyses the progress children are making. The childminder shares this information with parents so that they can work together to help children achieve well. Since the last inspection the childminder has improved her communications with parents. For example, accident records clearly record any accidents that occur and parents sign to confirm they have been informed. Overall, the childminder evaluates her practice well. This helps her to continually develop her practice and broaden children's experiences.

The childminder forges extremely positive relationships with most parents. The childminder regularly seeks parents' views and uses their feedback to help her improve. Parents comment on how satisfied they are with the care and learning their children receive. They refer to how happy their children are and how much they enjoy attending. The childminder liaises closely with other agencies and settings children attend. This helps ensure children receive continuity in all aspects of their care and learning. For example, the childminder works closely with speech therapists to support children's communication skills and provide them with consistent guidance.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with**

actions)

**To meet the requirements of the Childcare Register the provider must:**

- Promote an inclusive environment for children by taking all reasonable steps to ensure that the needs of each child are met (compulsory part of the Childcare Register)
- Promote an inclusive environment for children by taking all reasonable steps to ensure that the needs of each child are met (voluntary part of the Childcare Register)

## 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>     | 120728      |
| <b>Local authority</b>             | Hampshire   |
| <b>Inspection number</b>           | 948935      |
| <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>      | 9           |
| <b>Number of children on roll</b>  | 15          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 03/11/2009  |
| <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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