

<b>Inspection date</b>	07/05/2014
Previous inspection date	08/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 has made extremely good progress since her last inspection.
- Children are happy, settled and content in their play and enjoy a broad range of toys, resources and activities, both indoors and outside.
- The childminder has a very good understanding of children's individual needs and interests. She plans for them well and makes accurate observational assessment. Children therefore, are making good progress in relation to their starting points.
- The childminder has positive and established partnerships with parents and others who share the care of the children attending.

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

- The childminder is less confident in how she promotes children's role-play activities.

## 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 children in their play and in their interactions with the childminder.
- The inspector spoke with the childminder about how she meets the needs of children attending.
- The inspector read and took account of the childminder's self-evaluation form.
- The inspector sampled the childminder's documentation and children's development records.

## Inspector

Aileen Finan

## Full report

### Information about the setting

The childminder registered in 2006. She lives with her husband and adult children, in the village of Oakley, near Basingstoke. The ground floor of the home is used for childminding and a room on the first floor is used for sleeping purposes. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is happy to take or collect children attending local schools, nurseries and pre-schools. The childminder has a total of 11 children on roll under eight years of age. Of these, nine children are in the early years age group. Most children are cared for on a part-time basis and many also attend nursery or school. The childminder also cares for older children.

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

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

- help children to develop more confidence in their role-play activities.

### Inspection judgements

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

Children enjoy their time with the childminder. They play happily in the dedicated play room or conservatory and have regular access to the outdoor garden. The childminder engages with the children well and therefore, as a result, children feel secure and have fun. As a child plays with a toy rocket, he tells the childminder that he is flying to the moon. Proactively, the childminder extends the child's learning by responding with questions that ask him to consider where the moon is, or if it is dark. Together they work out how they might walk on the moon.

Children can access their toys easily and choose what they want to do. A baby plays happily with puzzles and toys that make sound effects. An older child explores in the sensory pit filled with shredded paper and he hunts for bugs. He picks up some role-play resources, and starts to consider that he may play an imaginary game of doctors but unfortunately, the childminder is not as confident to extend this further. Nevertheless, she is very good at promoting children's language, confidence, independence and individuality. As children make a picture of a ladybird on a leaf, the childminder shows the child how others have designed theirs. She allows time for the child to spread glue and stick the pieces together to support his own creativity. Likewise, the childminder is very good at extending children's learning, for example, by naming the 'wings' and counting the 'spots'. The child exclaims proudly that 'mummy will love my picture'.

The childminder has deepened her own understanding of the learning and development

requirements for the Early Years Foundation Stage since her last inspection. She has spent time reflecting on how she completes children's development records and how she shares their progress. As a result, her observations are very accurate promote how children are making good progress in relation to their starting points. Children are very well prepared for the next stage of their learning.

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

Children have a warm bond with the childminder, who is attentive to their needs. The childminder plays on the floor alongside babies and offers encouragement and reassurance for example, as they become more mobile. Babies and toddlers have plenty of space to move about and explore. The childminder provides them with toys that support their physical development and offer them opportunities to grasp, hold or reach for. The childminder uses her warm and caring approach to promote how children settle and feel content in her care. They therefore, develop a secure emotional attachment to her.

The childminder's welcoming and inclusive home offers all children a broad range of stimulating toys and resources, which they can easily access. These are suitable for children's different ages and stage of development and are complemented with planned activities that help children to have fun. There are regular opportunities for outside play. The childminder also offers children a range of outings away from the home. These include walks and visits to the park, or local toddler groups. Children therefore have opportunities to socialise with others and benefit from fresh air and exercise.

Children behave well and understand their routines. The childminder offers older children opportunities to develop their confidence and independence. Children use the toilet independently and understand the necessity to wash their hands after. They help with small jobs in preparation for their activities, such as filling pots with glue and taking to the table. The childminder also supports children in their growing independence about their awareness of safety, by gentle reminders about sitting carefully on their seats.

Babies and toddlers sleep according to their routines and the childminder monitors and checks the children as they sleep. Parents provide children's meals and snacks. The childminder ensures she understands children's weaning needs, or any allergies and preferences. She also encourages healthy eating options so that children can make informed choices about a balanced diet.

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

The childminder has evaluated her practice extremely well. She has been particularly effective since her last inspection and has improved her provision of care extremely well. The childminder is confident to identify the improvements made, brought about by taking up training to enhance her skills. She is also completing a recognised childcare qualification and has been working with the early years' adviser from the local authority,

as well as receiving ongoing support from a professional adviser for childminders. She has assessed her ongoing development and uses views and responses from parent questionnaires to prioritise future plans. The childminder has met all the recommendations and actions set at her last inspection.

The childminder demonstrates a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She safeguards children appropriately and understands her responsibilities in relation to child protection issues. She is aware of the procedures to take should she have a concern about a child in her care. The childminder risk assesses her home and outings well and therefore children can play safely both in the home and when away from it. She adheres to her policies and procedures, which she shares with parents. They therefore understand the procedures that promote their children's health, well-being and safety.

Partnerships with other professionals are very positive. The childminder has been proactive in establishing communication links with school teachers and staff at nursery or pre-school for the children she has shared care arrangements with. She takes time to share her assessments and find out about the topics children are learning with others. She works alongside parents when settling children into her provision of care; and for example, takes into account the learning journals that previous carers have completed. This means that she has a very good understanding of the children she cares for. Partnerships with parents are very positive. The childminder feeds back to them verbally and through text messaging and emailing photographs. A two-way communication link is in place via a daily-diary system. Parents are encouraged to be part of their children's learning and contribute to their journals. They also share 'wow' moments, which the childminder displays in her hall.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She helps parents to understand how she plans for the seven areas of learning and displays her planning so that parents can extend at home. For example, for the current topic of spring, she highlights words such as 'blossom', 'buds', or 'nest' that children are using to promote their language and understanding. The childminder knows the children well and therefore can plan for their routines and interests. She takes time to find out their starting points through discussions with parents and makes regular observations on children's accomplishments and achievements. The childminder uses her accurate observations to compile regular reports for parents as a summary of their progress and is confident to plan for children's next steps. Consequently, all children make good progress in relation to their starting points.

### **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>	EY338867
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	963269
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/05/2013
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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