

Inspection date

Previous inspection date

08/05/2014

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

- Children are active learners and enthusiastically engage in purposeful play, persevering with activities until they achieve.
- The childminder has a good understanding of how children learn. She successfully engages children in fun activities, which promote learning in all skill areas.
- Children have access to a good variety of resources and enjoy a broad range of activities that enable them to continually develop.
- Children's behaviour is very good. They are thoughtful and kind and play happily together.

It is not yet outstanding because

- The childminder obtains some information about children's starting points from parents. However, it does not include detail of children's current skills and abilities in all learning areas to support initial planning for their progression.
- The childminder has not practised her emergency evacuation drill with children to develop further their understanding of safety within the home.

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 discussed the childminder's practice with her.
- The inspector sampled the childminder's documentation.
- The inspector observed children's play indoors.
- The inspector viewed all areas used for childminding.

Inspector

Cathy Hill

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Eastleigh, Hampshire. The home is within walking distance of local schools and shops. The downstairs of the property is used mainly for childminding activities and upstairs for sleeping purposes. There is an enclosed garden for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She is currently caring for two children in the early years age range.

What the setting needs to do to improve further

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

- extend the initial information gathered from parents to include details of their children's skills and abilities in all learning areas
- increase children's understanding of safety by practising the emergency evacuation procedure with them.

Inspection judgements

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

Children make good progress with their learning as they actively engage in a variety of fun activities. The childminder has a good understanding of how children learn and teaches them to develop their skills and knowledge as she sensitively interacts with play. She asks parents for initial information about their child, both verbally and through completing an 'About me' form about their child. The childminder obtains some information about children's starting abilities but not detail of children's current skills and abilities in all areas to support her immediate planning for their development. Once in her care the childminder carries out ongoing observations and assessments of children's development that enable her to plan children's next steps in learning. She uses an online record keeping system and parents can access and view their child's records to keep them fully involved with their learning. The childminder sends parents her medium term activity plans and has recently produced a newsletter for them with further details about activities, inviting them to contribute to children's learning at home. Parents confirm they are happy with the childminder's format for communication, her routines and activities with children. As well as ongoing assessment, the childminder has completed a summary of children's progress in all areas. She will complete a summary of learning at regular intervals for all children, together with the written progress check for two-year-old children, as required.

Children happily absorb themselves in imaginary play with a train set. They are confident and sociable and call to the childminder to join them in moving trains around a track. Children show an understanding of how things work as they carefully join the magnetic studs to link carriages together. Conversation flows freely and the childminder uses descriptive language effectively to further children's vocabulary. Children are observant and recognise the differences in the track as they talk about their train going uphill and then through the tunnel. Children's communication skills are good and they order their thoughts well before talking. The childminder seizes opportunities as they arise to promote discussion and extend children's thinking, listening and talking. For example, she reminds them of an outing they had to a dairy farm and encourages children to recall what they did and saw. Children quickly remember they saw some ducks and that the tractor was wobbly.

Children show a strong motivation to learn as they enthusiastically rush to help prepare activities. The childminder explains activities so children have a clear understanding of what they will be doing. Children listen attentively as the childminder reads them a story about a hungry caterpillar. They understand that print carries meaning as they lean forward and point to the words in the book as she reads. The childminder maintains children's interest and develops their understanding of similarities as she challenges them to find props from a story sack to match to the pictures in the story. Children try and recall what the caterpillar has eaten and the childminder develops their knowledge of letter/sound links as she gently leads them to achieve by providing initial letter sound clues to items. They confidently recognise and name colours in the pictures, such as yellow, purple and blue. Children develop their understanding of numbers as they count the different items eaten. The childminder introduces children to the concept of symmetry during a fun painting and printing activity. Children show they understand what to and good physical coordination as they freely paint with colours of their choice on one side of a piece of paper. They help the childminder fold the clean half on top of their painted half and press it down and then stare in amazement as the paper is opened up to show a symmetrical picture.

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

The childminder's positive practice effectively supports children's emotional well-being. Gradual settling-in visits enable children to familiarise themselves with the childminder and her home before being left alone in her care. Children are totally at ease in the childminder's home and have positive relationships with her and other children. They confidently turn to her for support, secure in the knowledge it will be forthcoming. The childminder sets clear guidelines for behaviour and acts as a good role model regarding manners. As a result, children behave very well and show care and consideration for others. They are polite, amicably share resources and eagerly offer their help, for example to put the childminder's train on track when it derails during play. Children move freely and confidently around the childminder's home. They have access to a good variety of resources, which support learning in all areas in preparation for the next stages in their education. The childminder labels her resources and also has an annotated set of photographs of further resources, which are stored upstairs, that children can choose for

play.

The childminder takes children out daily for fresh air and exercise so they have regular opportunities to develop their physical skills and healthy bodies. Children can play on the variety of apparatus in the childminder's garden. Indoors, they develop their small muscle control as they use a range of tools and small scale equipment during play. The childminder works in partnership with parents to meet children's dietary requirements. Children follow routine hygiene practice as they wash and wipe their hands before and after eating. They know not to eat food which has accidentally fallen from their plate and sensibly go and place it in the bin. The childminder teaches children about safety as opportunities arise. For example, she discusses road safety on outings and gently reminds children of the possible consequences of not sitting on chairs properly. She has discussed her fire drill with children but has yet to practise it with them to further develop their understanding of safety within the home.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She maintains a detailed range of documentation in support of her practice. The childminder is clear about the procedures to follow with any concerns about children's welfare and has a detailed safeguarding policy. She also displays safeguarding information in her home. All adults in her home are vetted and the childminder risk assesses her home to make it safe for children. The childminder organises her time and space well. She provides children with a welcoming, family environment where they can play safely and learn, while having fun. The childminder monitors children's development closely and keeps learning records so she can clearly identify any gaps in achievement and plan to address them. She has good relationships with parents and works in partnership with them to ensure a consistent approach in meeting children's individual needs. Parents are very happy with the childminder's service, which they state is 'fantastic'. The childminder has a positive attitude towards working in partnerships with other providers or agencies involved with children's care and education, should the need arise.

The childminder has made a good start to her childminding career. She has reflected on her practice and sought feedback from parents about how they find her service. Since registration the childminder has completed online training about observation and planning. She is keen to further improve her knowledge and skills by continuing with her professional development and has identified higher level safeguarding, and special educational needs training, as areas she would like to develop. The childminder is still developing her practice to benefit children in her care and uses her newsletter to keep parents informed of improvements to her practice.

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 | EY468544 |
| Local authority | Hampshire |
| Inspection number | 943490 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| 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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