

Inspection date

Previous inspection date

19/05/2014

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 develop confidence and enjoy their time with the childminder who encourages them to take part in a wide range of activities and play experiences.
- Children are welcomed into a warm, friendly home where they are valued and included to ensure none are disadvantaged.
- Children feel safe and secure with the childminder, as her arrangements for safeguarding the children are robust.
- Children are happy and content with the childminder. She treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging.

It is not yet outstanding because

- Although the childminder has a very good relationship with parents, she has not embedded the sharing of information about the child's learning so parents are able to continue their child's learning at 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 format of the inspection on arrival.
- The inspector observed activities in the indoor and outdoor environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents.

Inspector

Alison Large

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children in a house in the Weeke area Winchester in Hampshire. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years age group on a part time basis. The family has a pet cat. The childminder is currently working toward gaining a qualification in childcare 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:

- strengthen further the two-way flow of information relating to each child's progress, to enable parents support and share children's learning and development at home.

Inspection judgements

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

The childminder demonstrates a secure understanding of how children learn, by providing a stimulating and well-organised environment. She supports the children in making their own choices inside and outside. The childminder gets down on floor level to play with young children and she interacts with them well. Children's language is developing, as they are encouraged to speak. The childminder uses questions and discussion with the children to challenge their thinking. They enjoy the many activities provided, and talk excitedly to the childminder when playing with the balls in the garden or playing with the play dough. The childminder makes good use of the local area and the children regularly enjoy trips to park, play areas and to groups, where they have opportunities to interact and socialise with other children and adults. Children are making good progress as the childminder provides valuable support and interaction during activities. Children look forward to their time with the childminder. The learning environment is bright and well organised, allowing children to play freely.

The childminder makes observations and assessments of each child's progress, identifying their next steps in learning. She uses an online system, which shows the progress the children are making in each area. Children take part in some planned activities and have many opportunities to initiate their own play. The childminder uses very good teaching methods as she sits at the children's level, uses eye contact, listens and responds to what the children say and uses open questions.

Parents sign a wide range of agreements when their children first start with the

childminder including information on children's needs and development. The childminder builds good relationships with the parents and regularly shares information with them. She does this via the information given each day and the regular sharing of the child's progress recorded online. However, although she has shared the children's progress with the parents, she has not provided information to encourage parents to carry on the child's learning at home. The childminder has not yet implemented the progress check for two-year-old children; however, she has a very good understanding of what is required.

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

Children develop warm and secure relationships with the childminder, who supports the children well and takes care of their individual needs. They benefit from her caring nature and her enthusiasm to promote learning through play. They are welcomed into a warm, friendly home where they are valued and included to ensure none are disadvantaged. Daily routines ensure that children have plenty of opportunities to play and learn in a variety of ways, for example, playing in the garden, trips to local play areas or going to a local toddler group. Children feel safe and secure at the childminder's; she effectively promotes children's safety and good systems are in place to ensure the home remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure, and talk about road safety when out walking. The childminder has good systems in place for managing children's behaviour. Children are well behaved and are learning to share with others. Children learn about keeping healthy as the childminder explains about why they need to wash their hands after messy play or before eating. They access the outdoors in all weathers to have regular fresh air and exercise. They love playing in the garden where they are able to run around, play with balls, jump and climb. They have opportunities to learn about planting and growing flowers and vegetables as the childminder enables them to use part of the garden as a growing area. Effective systems are in place to ensure the children have a smooth move to other early years settings, or to school. She welcomes all children into the setting and ensures their safety and well-being is a priority.

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

Children develop their confidence and self-esteem as the childminder treats them with respect. They benefit from the care of the childminder who has a commitment to improvement, in order to enhance outcomes for children. The childminder has introduced systems for self-evaluation by reflecting on her practice and highlighting any areas for improvement.

The childminder has thorough systems in place to safeguard the children. She has a good awareness of child protection issues and there is a clear safeguarding children policy in place to support her practice. There is a good range of policies and procedures, which she effectively implements and shares with parents. The childminder carries out thorough risk assessments within the home and for outings help identify and minimise hazards, in order

to safeguard children. The childminder makes sure she fully protects children's safety both in the home and when out on walks or trips.

The childminder has a good knowledge of each child's needs and works closely with the parents. Consequently, children receive good levels of care and education. The childminder values and welcomes every child and their family within the setting. She is fully aware of her responsibility to link up and share information about the child's learning with the other providers of the Early Years Foundation Stage any of the minded children attend and has made good links with the local pre-school. This enables the children receive continuity in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY470718
Local authority	Hampshire
Inspection number	946335
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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