

## Inspection date

Previous inspection date

23/05/2014

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

- Safeguarding procedures are robust and rigorous to promote children's welfare successfully.
- Children's understanding of the world around them is developing well and the childminder supports children's learning effectively.
- The childminder manages children's behaviour consistently, developing their understanding of right and wrong effectively.
- Good quality interaction and effective teaching techniques ensure all children continue to make good progress in their learning.

### It is not yet outstanding because

- Information gathered about the children's starting points is not fully embedded to enable the childminder to plan for the children's individual learning needs as soon as attend.
- Children do not always experience a full range of activities when playing outside.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities with the childminder in the playroom and in the kitchen/dining room.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector observed children's play activities with the childminder.
- The inspector sampled the childminder's documentation and children's development records.

## Inspector

Lisa Cupples

## Full report

### Information about the setting

The childminder registered in 2013. She lives in Gosport with her partner and their two children, who are in the early year's age range. Children mainly have access to the ground floor of the home, with resting and bathroom facilities on the first floor. All children have access to an enclosed outdoor play area. The childminder is registered on the Early Years Register and both the compulsory part of the Childcare Register. There is currently one child in the early years age group and three older children on roll. The childminder has a cat, guinea pigs and fish.

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

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

- extend the systems for how information is obtained from parents about children's starting points
- enhance opportunities to promote children's outdoor experiences, covering all areas of learning.

### Inspection judgements

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

Children are making good progress in all areas of learning. The childminder spends time observing what children can do and uses the information effectively to identify children's next individual learning steps. The childminder uses her records of children's achievements to plan a wide range of purposeful activities and experiences that children enjoy. She reflects on children's individual interests to build these into her planned activities. However, although children benefit from exploring nature for example in the outdoors, they do not always experience a full range of outdoor experiences. This is because the childminder's planning for all seven areas of learning outdoors is not as comprehensive as it is for the indoors.

Children happily explore their surroundings. They confidently talk about what they would like to do next and express their ideas clearly. The childminder provides an extremely enabling play and learning environment for the children in her care. Children's spoken language is developing well because the childminder engages them in purposeful conversation. She asks open-ended questions to encourage children to become critical thinkers through her effective teaching skills. The childminder encourages children to initiate their own play by providing an extensive choice of activities. Children are learning in line with the expected developmental ranges for their age groups. Consequently,

children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

All children have opportunities to develop their creativeness through a range of expressive arts and design activities. Children enjoy creating their own ideas using a range of resources, such as musical instruments, singing and nursery rhymes, paint and glue. They have many chances to use their imaginations fully as they use small world resources. For example, children make a zoo, with animals and then add a car park for the visitors. Children have opportunities to mark make during their play, as they begin to develop their early writing skills. The childminder encourages these early writing skills in different ways to gain children's interest. For example, children learn to write the letters of their names in the mud outside. The childminder provides many opportunities for children to develop their interest in reference books and stories to promote their literacy skills from an early age. Children count during everyday activities. For example, they count how many cars they have lined up in their make-believe car park and confidently recognise the colours of these cars.

Children use a range of programmable toys and know how to turn them on and off and control the switches. They enjoy pretending to be superheroes as they dance around and sing. Children explore the natural world, during activities such as walks or trips to the local parks. They enjoy hunting for mini beasts, such as snails and slugs, which helps them to learn about the wider world. The childminder extends the activity well as she encourages children to look at the pictures of the snails in the reference books to compare and identify the snails they found outdoors. The childminder uses her previous experiences of working with children effectively and engages the children well. She participates fully in their activities.

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

The childminder provides a stimulating, warm and welcoming play and learning environment where children have fun as they learn. Children are very happy and settle well in the care of the childminder. Children are able to self-select activities and resources, and in doing so, they are developing their independence and decision-making skills from an early age. Children form positive relationships with the childminder and with other children through outings away from the home. Therefore, their social skills, self-esteem and confidence are growing. The childminder values children's ideas, thoughts and contributions to their own learning. Children's personal and emotional skills are developing successfully because they are encouraged to think about others. Children behave very well. They show consideration for one another, often sharing resources and taking turns with little or no encouragement from the childminder. Children are beginning to learn about differences and diversity through using multicultural resources and celebrating festivals from around the world.

Children enjoy healthy and nutritious snacks and meals as the childminder introduces the concept of healthy eating from an early age. For example, children enjoy fresh fruit and are keen to try new things. Children are developing good self-care skills, such as dressing

themselves, and washing their hands at appropriate times. The childminder teaches the children about the importance of keeping themselves safe through discussions, routines and safety rules. For example, children practise fire drills with the childminder to ensure they know how to evacuate the premises quickly and safely in the event of an emergency. Children have opportunities to develop their physical skills, such as visiting the local park, riding wheeled toys and playing ball games. This also ensures that children receive regular fresh air and exercise.

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

The childminder has a good knowledge of the Statutory Framework for the Early Years Foundation Stage. She has effective safeguarding procedures in place to promote the welfare of children who attend. The childminder has a secure understanding of child protection procedures. She knows how to implement these procedures, if she was to have a concern about a child in her care. The childminder shares her written policies and procedures with parents so they are aware of her responsibilities towards protecting their children. Parents therefore understand the policies in place to promote their children's health, safety and well-being. Children enjoy a safe and secure play and learning environment because the childminder carries out daily checks and conducts regular written risk assessments. All visitors are required to show identification and sign in the visitor's book on arrival to the premises.

The childminder demonstrates an effective knowledge of the learning and development requirements for the Early Years Foundation Stage. She provides purposeful play activities to support children's active learning. The childminder spends time getting to know the children and their families well. She gathers detailed information from parents about children's welfare and care routines to ensure she meets their individual needs. However, the information collated from parents about their children's starting points in relation to their achievements in their learning and development is more limited. As a result, there is a delay in the childminder being able to plan activities to reflect the children's individual learning needs as soon as they begin to attend. Nevertheless, the childminder uses her early observations well to plan activities children are interested in.

Partnerships with parents are good. Parents are able to talk with the childminder at any time and have access to the full policies and procedures. They are able to look at their children's learning journeys and know what the childminder is working towards with their children. Parents have regular opportunities to contribute to their children's learning via the children's daily diaries, their learning journeys and through e-mails. They can therefore share their information about how children are learning at home. The childminder has good systems in place to share information with local nurseries and pre-schools to promote continuity in children's learning. She has systems in place to share information with the local schools to ensure children enjoy a smooth move to their next stage of learning.

The childminder is continually developing ways to monitor the effectiveness of her practice

for the benefit of the children and to drive improvement. She evaluates the success of individual activities with the children to identify strengths and any areas for development. This contributes towards the quality of activities and children's experiences are continuing to improve. The childminder has changed the layout of the rooms and the organisation of the resources to promote the children's independence further. She has evaluated the effectiveness of the children's learning journeys and is adapting the way she records this information. These changes will make it easier for her to track and monitor children's progress over time. This demonstrates the childminder's capacity to improve.

### **The Childcare Register**

The requirements for the compulsory 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>	EY468339
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	943989
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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