

## Inspection date

Previous inspection date

16/06/2014

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

- The childminder has a good understanding of how children learn and interacts positively with play to support children's ongoing development.
- The childminder organises her practice well to provide children with a happy, welcoming, home environment for their care and learning.
- Children's physical development is good. They enjoy daily opportunities to develop their skills through use of a variety of equipment.
- Partnerships with parents are good. The childminder shares ongoing information with parents that enables them to keep fully up to date with their child's development.

### It is not yet outstanding because

- Children do not have free access to resources that allow them to explore the effects of making marks.
- The childminder does not take every opportunity to reinforce children's understanding of routine hygiene practice.

## 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's activities both indoors and outside.
- The inspector discussed the childminder's practice with her.
- The inspector sampled documentation, both hard copy and in electronic form.
- The inspector took into account the written views of parents.
- 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 Sherfield on Loddon, Hampshire. Children have access to the ground floor of the property for play and an upstairs bedroom for rest. There is a garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range daily during the week and three children out of school hours. She visits activities in the local community and can take and collect children from the local school and pre-school.

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

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

- increase children's opportunities to explore the effects of making marks through daily access to mark-making materials
- strengthen children's understanding of routine hygiene practice by reinforcing hand-washing procedures after nappy changes.

## Inspection judgements

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

The childminder has a secure understanding of how children learn. Her teaching skills are good and she sensitively interacts with children's play to challenge and extend learning. For example, she develops children's understanding of colour as she names the different colour building blocks they play with. Children's communication skills are developing well as a result of the childminder's modelling of spoken language. She verbalises her actions so children can link words to what they can see. Listening to the childminder encourages children to experiment with using sounds and they enthusiastically babble as they play. Children understand they can communicate using gestures and hold their arms up to the childminder, confident she will lift them up out of the swing when they want to get out.

The childminder obtains details about children's starting points from parents when children initially start in her care. She then uses an online software programme to record her ongoing observations of children's development in all areas. This system allows her to track children's progress, assess their learning and identify and plan for their next steps in development. Parents are able to access this information through a secure link, which means they are fully informed and involved with their child's learning. The childminder understands the requirement to complete a written progress check on two-year-old

children and has documentation on file in readiness for when she needs to do this.

Children are confident and actively explore their environment. They move freely from one activity to another. The childminder observes their interests and instinctively knows when to step in to support learning and when to step back and give children time for independent exploration. Children toddle over to look at a low-level poster displaying numbers and pictures. Noticing their interest, the childminder develops children's vocabulary and knowledge of wildlife by naming the ladybirds in the picture they are touching. She then develops children's awareness of numbers as she counts the 16 ladybirds in the picture. The childminder fosters children's interest in literacy as she shares a story about a rabbit with them, using a rabbit glove puppet to engage and keep them interested in the story. Children have had opportunities to practise making marks but do not have free access to resources to independently explore the effects of making marks with different media.

Children's physical skills are developing well and they thoroughly enjoy play in the garden, where they can use a variety of apparatus to reinforce and further develop their skills in this area. Children practise their walking as they toddle from one area of the garden to another. They show good hand to eye coordination and small-muscle control as they carefully pick sponge letter shapes out of the water tray. The childminder takes children out regularly to a music and movement group and to toddler groups. This enables children to experience learning in different surroundings and also gives them the opportunity to learn about the wider world and develop their social skills mixing with others.

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

The childminder's settling-in procedures are effective in enabling children to become familiar with her and her home before being left in her care. Children have very good relationships with the childminder and readily go to her with open arms for cuddles. The childminder supports their emotional well-being effectively and is attentive to their individual needs. For example, she keeps children clean and comfortable and settles them for a nap when they become tired. Children develop a sense of ownership of their minding environment as they see their photographs on display in the play area and have their own labelled towels for drying their hands. The childminder provides a secure base for children, which enables them to relax and explore. They have access to a good variety of resources that enable them to develop their future skills in all areas, in readiness for their next stage in education. Children behave very well as they occupy themselves with play that interests them. They develop independence as they choose toys for play. The childminder praises and encourages children's efforts. This develops their self-esteem and they copy the childminder as she claps in appreciation at their achievements.

The childminder teaches children about safety as opportunities arise during daily play. For example, she reminds children not to stand on books or they may slip. Children practise the childminder's emergency evacuation drill regularly and this reinforces their safety awareness. They demonstrate an understanding of safety as they hold on to the side of a storage unit to steady themselves as they bend to pick up a toy. Outside, children sensibly

use their hands as support to help them as they carefully manoeuvre themselves up a low level step. The childminder's policies and procedures support children in learning about a healthy lifestyle. She maintains her home to a high standard of cleanliness and cleans children's hands after outdoor play and before eating. However, she does not reinforce hand cleaning after nappy changing to maximise children's understanding of routine hygiene practice. The childminder provides children with a healthy diet and they enjoy a snack of banana and help themselves to water when thirsty. They have daily opportunities for fresh air and exercise to develop healthy bodies.

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

The childminder has made a very good start to her childminding career. She has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. The childminder organises her practice well and provides a happy, welcoming, family environment for children's care and learning. Children are happy and have fun as they develop their skills in a safe environment. The childminder supervises children closely and has risk assessed her home and outing venues. She has identified and minimised hazards, for example using safety catches on kitchen cupboards housing hazardous materials. The childminder has a good understanding of the procedures to follow with any safeguarding concerns and has a detailed policy to underpin her practice. She has attended safeguarding training and has booked to attend level 3 training to increase her knowledge of safeguarding.

The childminder works positively in partnership with parents and others involved with children's care and education. She has strong relationships with parents and excellent communication channels, which keep them fully informed about their child's time in her care. Parents confirm they are extremely happy and find the childminder provides an excellent range of activities for children. The childminder monitors children's learning on an ongoing basis so she can identify and address any gaps in learning to enable children to make good progress. The childminder has completed a detailed written evaluation of her practice and is keen to continually develop and improve outcomes for children. She is proactive in continuing with her own professional development and seeks feedback from parents via questionnaires. The childminder has a clear understanding of her strengths and of areas she would like to improve, such as her multicultural resources. Since registration, she has increased her resources and assessed her routines and time management so that her practice is effective in meeting children's individual needs.

### **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>	EY471529
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	949609
<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>	4
<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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