

Inspection date

Previous inspection date

19/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The quality of the childminder's teaching is consistently high. She continually includes innovative ideas which foster children's interest, and enable them to develop and increase their curiosity through exploration.
- The environment is exceptionally stimulating. This provides many areas of focus for involving and motivating children and encouraging their independence.
- The childminder has a comprehensive knowledge of children and their families and this enables her to provide precise and sharply focused observations of children's learning and progress, which she uses for planning children's next steps in development.
- There are highly successful strategies to engage all parents in their children's learning.
- Children have a very strong sense of belonging and show impressive levels of confidence and capability. This fully enhances children's well-being and prepares them significantly for their next stage of learning.

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 showed identification documents.
- The inspector viewed all areas used by children and observed activities and interaction throughout the inspection.
- The inspector spoke with the childminder and the children and viewed a range of documentation.

Inspector

Christine Clint

Full report

Information about the setting

The childminder registered in 2013. She lives with her two children in Gosport, Hampshire. Children remain on the ground floor of the home and use all areas, including the sitting/dining room, kitchen and a conservatory/ playroom. There is an enclosed rear garden. Bathroom facilities are located on the ground floor. Children have daily opportunities for outdoor play within the garden and at local parks and play venues. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age group on a part-time basis.

What the setting needs to do to improve further

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

- further strengthen children's literacy and numeracy in preparation for future learning.

Inspection judgements

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

The childminder has used her extensive knowledge of children's development to plan and provide an outstanding child-centred environment. She has based this on her own enjoyment of outdoor learning and on children's preferences. She demonstrates an excellent level of understanding of how children like to explore and enables children to follow through activities, make decisions and choices. In this way the childminder encourages children's curiosity thorough sharing information and ideas, providing a secure base for learning. For example, children eagerly fill containers with rice of many different colours. The childminder explains that the children helped her to dye the rice in batches of different colours and this has helped them to recognise and name colours. Children pour the rice between containers and use spoons to fill the containers to the top, showing concentration and diligence. They find different items hidden in the rice. These are magnetic letters and children recognise the first letter of their name and attach the letters to the tin containers used for the rice. The childminder encourages children to say letter sounds and find the letters of their name. Children move with enthusiasm to the play dough activity and talk about the play dough they took home which smelt of ginger. They roll the dough and use a variety of cutters to make shapes. Children make fish and shell shaped biscuits and they return to the coloured rice to use on top, counting the number of fish biscuits they have made. Children purposefully discuss their play and they use very clear vocabulary to express their ideas. They say they are baking and this is a baker's shop and they impressively create different cakes and biscuit shapes for customers. The childminder's continual interest and discussion about play fully encourages children to

share their ideas and communicate these. This constantly enables children to develop their language and increases their vocabulary and understanding.

Children successfully take part in singing and action rhymes, spontaneously pretending the rice tray is a boat as they sit together to sing with the childminder. They show knowledge of songs and understand the sequence of these, demonstrating their regular repetition of favourite songs. Children use the outside role play resources independently. They are keen to pretend to build with toy drills and other tools. They know how these work and they capably manage. They access items during craft activities freely and they use scissors and glue to extend their construction ideas. For example, children find paper and cut shapes to make sails for their play dough boat. They find sticks from the wealth of natural resources available and they add the sail. Children decide to search for small people and they successfully find a pirate, confidently understanding the link between pirates and boats. They talk about boats floating and sinking and show a clear knowledge of the weight of play dough, predicting that it will sink in water. The outdoor environment the childminder has created enables children to experiment safely with water play. They can access the tap and use the sink freely. They often pick herbs and flowers in the garden, learning to extend their sensory recognition when they mix these with water. In this way, the childminder provides an extensive variety of experiences to meet children's varied levels of progress, and she works with them individually to follow the plans she has in place for their learning.

The childminder very effectively plans activities and opportunities for increasing children's early learning. She uses child development resources for recording children's achievement and these are exceptionally thorough. The childminder is very aware of providing a summary assessment for parents when children reach the age of two. She has many examples of learning in children's records to show how she involves parents in children's ongoing progress. She successfully shares and uses information from home to extend children's learning. For example, children borrow library books and take these home to read with parents. The childminder makes play dough for their home use, and she often shares ideas for play when she knows parents lead busy lives. She provides a photographic history of activities and shares this with parents when they collect. This enables parents to understand and involve themselves in children's experiences and promotes children's ability to remember and describe events. Parents show how impressed they are when children can retell a whole story from memory that the childminder has read.

The childminder prepares children for moving on in their learning by raising their confidence and enabling children to become independent. She fully encourages children to take small risks and challenges. She uses stories and discussion to prepare children for moving on to school. However there is some room to further extend children's next planned steps in literacy and numeracy to build their already successful learning.

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

The childminder has created an exceptionally stimulating environment and children show high levels of involvement and motivation throughout all activities. Children show impressive levels of confidence and capability and this confirms their strong sense of belonging. The childminder has established clear routines for settling children and she organises these with parents from the start. She has substantially built her knowledge of children's individual characteristics and knows the level of progress children have made in their personal, social and emotional development. In this way the childminder is very effectively meeting children's individual needs and planning for their continual learning.

Children behave very well and the childminder recognises any small frustrations between children of different ages. She uses calm language and explanation and includes planned games where children learn to take turns, throw the dice and move the counters. In this way, she is successfully supporting and encouraging older children to communicate and understand the feelings of younger children who are still learning to express their feelings. The childminder is an excellent role model; she praises children very effectively to increase their self-esteem and this ensures they feel a sense of responsibility as well as learning to say please and thank you. This results in children feeling valued, and raises their ability to develop positive relationships with each other.

The childminder recognises children's need for quieter play at times and she reads stories and encourages children to sit together comfortably. She recognises the need to rest and recuperate in hot weather. She encourages children to drink plenty and provides healthy snacks. Children take advantage of the sunshine to sit outside and learn to peel their oranges. They follow fully hygienic routines of hand washing and the childminder has encouraged children to design and draw their own poster about hand washing. Children have displayed this as a reminder and the childminder also includes regular singing about washing hands. She provides individual towels to promote children's cleanliness and protect their health. Children have very frequent opportunities for exercise and fresh air. The childminder inspires children to learn in an outdoor environment and she includes regular opportunities for visiting the woods and the beach. She knows that this encourages children to gain wider experiences and increases their understanding of safety, as well as providing ample opportunity for healthy exercise. Children are encouraged to take part in climbing on fallen tree branches and they clearly gain in confidence through taking part. The wide range of play opportunities and the childminder's close support at all times fully protects children and successfully increases their all-round development.

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

The childminder is inspiring and has developed her childcare provision extensively by using her knowledge of child development to organise and plan for children's learning. She provides consistently high quality teaching during all activities and she very naturally extends all areas of learning with expert knowledge. She has highly organised processes for building records of children's progress. This helps her to recognise any gaps in children's development and work with parents to narrow these.

The childminder has extensive experience of safeguarding children. She has completed ample training in child protection and she fully understands how to recognise any signs and symptoms of concern. She confidently knows her responsibility to protect children at all times. There are detailed and precise policies and procedures for safeguarding children and these include procedures for managing any allegations against the childminder. The childminder has also included information to show how she manages cameras and mobile phone procedures. She shares information with parents to explain how she manages social media sites. The childminder clearly understands her responsibility to share significant information with Ofsted.

The childminder has completed a thorough self-evaluation. She has identified her need to gain a qualification in childcare and she is currently training. This shows her determined approach to continual learning and improvement. She has a precise and committed attitude to meeting the required regulations and all documentation is meticulously in place and readily available. The childminder has strongly focused on obtaining parents' views regularly to ensure that she meets their expectations. She also provides opportunities for children to give opinions and share their views. In this way, she continually evaluates all the systems she has in place to provide activities and to monitor children's progress.

Parents show through their regular written responses and verbal discussion that they are entirely satisfied with the childminder's provision. They use many forms of making contact and sharing information and they confirm that they are highly impressed with children's progress. The childminder also maintains close links with children's other carers and she gains information regularly about children's next planned steps in development. This enables her to include similar learning opportunities and in this way embed children's opportunity to make progress. The childminder also uses her links with other local childminders to share ideas for play and learning and in this way she promotes positive and effective 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	EY471479
Local authority	Hampshire
Inspection number	949277
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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