

Inspection date

Previous inspection date

19/06/2014

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 provides a friendly, welcoming approach and values each child, which helps them settle easily and feel safe in her care.
- The childminder gives a positive approach to evaluation, which actively supports her aims for developing a high quality provision for children.
- The childminder provides a great variety of exciting play activities, which effectively encourage children's participation and enjoyment of learning.
- The childminder keeps parents very well-informed of their child's activities and achievements, which promotes a continuous approach to children's learning.

It is not yet outstanding because

- The childminder does not always maximise opportunities to support and reinforce children's awareness of the written number and letter shape, to help them recognise familiar letters, words and see how print has meaning.
- The childminder does not always promote children's understanding of keeping themselves safe outside, for example when climbing steps or in relation to sun safety.

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 playing indoors and outdoors.
- The inspector sampled documentation, such as operational policies and procedures.
- The inspector viewed children's learning diaries and discussed children's development with the childminder.
- The inspector viewed the childminder's self-evaluation form.

Inspector

Mary Daniel

Full report

Information about the setting

The childminder registered in 2014. She lives with her husband and their daughter in Andover, Hampshire. Children have use of a lounge, dining room, kitchen, hall and toilet facilities downstairs and an upstairs bedroom and bathroom. They also have use of an enclosed garden available at the back of the premises. The family has one dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, two of whom are 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:

- provide further opportunities for children to develop their awareness of possible risks, with particular regard to their understanding of sun safety and use of steps in the garden
- make more use of the written number and letter shape within the indoor and outdoor play environments, to further support children's developing understanding of early literacy and mathematical concepts.

Inspection judgements

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

The childminder promotes children's learning and development very well as she clearly understands their needs and interests. She uses her observations of their individual achievements effectively to identify their stages of development. This helps her to plan activities that clearly support children's learning and that are interesting and motivating for them. In addition, the childminder interacts with children very effectively in their play. She introduces new words naturally into discussion and uses open-ended questions. For example, she asks them 'why, how does that happen' or 'what do you think will happen next' type questions. This actively helps children become critical thinkers and so promotes their learning very well. Consequently, children are keen to participate and enjoy playing and exploring in activities. This effectively supports children to gain a natural interest in developing their future skills of learning.

The childminder makes children's learning fun through their play. For instance, children enjoy using the toy water pistols to splash the colourful pictures she has displayed on the garden fence. The childminder consolidates children's awareness of colour well as she asks them to aim at the picture of the black dog or the blue butterfly. The childminder then

sounds out the initial letter of each picture to see if children remember what this might be called. This effectively provides further challenge to children as they develop their understanding of letters and sounds. As a result, the childminder actively promotes their early literacy and language awareness. However, there are few examples of the written word or number shape used within play areas. This slightly reduces the opportunities to encourage children in starting to recognise how print is used for a purpose. The childminder helps children make a scarecrow to put in the garden and finds some pillow cases for them to stuff straw into. She takes children to the local woods where they collect leaves and twigs and use these to make the scarecrow's face. This encourages children well in working together cooperatively and developing their creative expression. Children learn the purpose of the scarecrow in scaring the birds away from their plants. In addition, the childminder makes sun catchers with children using glue and food colouring. She talks to children about the changes in colour that happen. Children talk confidently about the pink, red and blue colours reflecting in the sun that they see on their dried sun catcher. These activities effectively encourage children in exploring colour and textures. The childminder often takes children out to a nearby farm, where they climb up on a tractor and pretend to drive around. They see different animals, such as mice, rabbits and chickens and get to hold a mouse in a special basket. Children stroke the mouse very gently and feel its soft fur. As a result, children are supported effectively in learning about their natural world.

The childminder sees children enjoy playing in the garden and she is developing the learning opportunities available outside for them. For example, children like to scoop and pour sand from their small trays or push their fingers through some colourful green rice. Children spend time using the chunky, colourful chinks to make marks on their boards and then carefully balance these to stand in a line. As a result, they begin to effectively develop their smaller coordination skills. Babies sit comfortably on a soft rug and explore a treasure basket of different objects with great interest. For example, they pick up a small fir cone or a colourful rattle and a star shape. Babies like to shake the rattle and bang it together with the star shape. They smile happily at the sounds they make. Consequently, they are supported well in beginning to make early connections with their actions. The childminder has not had to complete the progress check for two-year-old children yet, but understands the process of doing so. She recognises how to complete a summary of children's achievements in liaison with their parents and identify any areas to provide further support. In addition, she plans to do regular reviews of children's learning, which will be shared with their parents. This will help to provide a continuous approach to monitoring children's ongoing development and identifying how they are making progress. The childminder liaises daily with parents on their child's activities through use of diaries and discussion. She asks parents for their ideas on where to support their child's learning, which actively encourages parents involvement overall. The childminder understands her responsibility in sharing information on children's development with any other setting children attend in liaison with their parents. However, there are currently no children in her care that attend other settings.

The childminder forms strong bonds with the children and they are very happy and content with her. For example, older children make her a special flower card and write a message inside saying 'thank you for being my childminder'. Children are keen to explore the good variety of toys provided. For example, they find some colourful construction bricks and start to make a tall tower. Children confidently fix the bricks together showing a developing dexterity in handling small objects. They find a pointed, pink, sparkly brick and fit this on the top of their construction and decide it is now a model rocket instead. This actively encourages children's creative imagination and their early awareness of shape, size and space.

The childminder teaches children the importance of washing their hands as she explains how this helps in getting rid of germs. She gently reminds children to take their shoes off after playing outside and they begin to do this independently. The childminder recognises when children are getting tired and settles them for a comfortable sleep. Children awake refreshed and happy and are ready to play again. As a result, children feel safe and settled in the childminder's care as she meets their needs well. The childminder teaches children about road safety as she talks to them about walking along the road sensibly. Younger children know they need to hold onto their named straps that hang on the buggy handle, when they are taken for walks. This helps children develop an understanding of some aspects of keeping themselves safe. However, the childminder has not fully considered involving children more in the risk assessment process. For instance, to help them recognise when they need to wear sun hats or how to manage the garden steps more safely. This has a slight impact on how children learn about some possible risks in their environment. The childminder provides a good balance of quiet and active times for children. For example, she often takes children to a local gym where they learn to carefully walk along the balancing beam. They show excitement as they then jump off the beam with two feet together onto the soft mat. In addition, the childminder sometimes plays 'Simon says' games with children and asks them to follow simple actions. This actively encourages children to gain good listening skills and improve their physical balance and control. Children also like to sit quietly to look at a favourite book with the childminder. She asks children questions about the pictures that they see, which effectively supports their communication and language skills and their enjoyment of books and stories.

Children are cared for in a comfortable home, which is well-organised to promote them learning through play. Children's needs are supported well through use of appropriate equipment. For instance, babies sit securely in their highchairs and smile with anticipation as the childminder feeds them their lunch. Older children sit on sturdy chairs at a low table for their meals. The childminder creates a child-orientated environment, which helps children feel relaxed in her care. She displays a good selection of pictures around the play areas and has made a display that reflects diversity and emotions. This actively helps to prompt discussion with children about their feelings as they point out which face pictures are happy or sad. The childminder praises children often, for instance, as they manage to climb up and down stairs by themselves. She recognises when children say 'please' or 'thank you' without prompting and they are pleased to be rewarded with a sticker. The childminder also asks children to give her a 'hi-five' to acknowledge their success. They do so readily, smiling with pride at their achievements. This actively boosts children's self-esteem, and helps them develop a positive attitude to achieving through their play. The

childminder keeps consistent boundaries and consistently encourages children in being kind, helpful and caring to each other. This shows how she supports children in developing their early interaction with others. For example, the childminder takes children to local toddler groups, where they meet other children and gain confidence in being away from their main care environment. Children enjoy singing songs and playing with their friends, which helps them in developing their early relationships and overall they interact cooperatively together. Consequently, the childminder provides good support for children in preparing for their next stage of learning at nursery or school.

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

The childminder has developed a sound understanding of her responsibilities in meeting the requirements for the Early Years Foundation Stage. She shows a positive enthusiasm to provide good quality care for children and is clearly reflective of her practice. For example, she evaluates the effectiveness of the activities she plans in supporting children's development. This helps her in monitoring children's learning and identifying where further support might be needed to promote their ongoing progress. The childminder has also identified a need to develop more use of information shared with parents on entry. For instance, so she can further support their children's care and learning needs when planning initial activities. In addition, she intends to continue with further training in childcare and early years education to develop her own knowledge and understanding. This will actively support her aims for continual improvement with the provision she offers for children.

The childminder completes regular risk assessments on her premises and any outings. She continues to monitor the effectiveness of the prevention she has in place to minimise any identified risks. For instance, she assesses outings well in relation to children's developing abilities. The childminder takes with her identification cards for children with their parents contact details recorded. This helps in the management of any emergency situation. In addition, she always supervises children with her dog. The childminder has a clear awareness of safeguarding issues and procedures to follow should any concern arise about a child's welfare. She has formed clear policies and procedures, which help her promote children's well-being. For example, the childminder has appropriate contact details available for managing any safeguarding issues. She understands the need to monitor use of mobile phones when minding children. The childminder obtains parent's permission for taking photographs of their children for their learning diaries, and clearly explains how and where these will be used. As a result, the childminder effectively promotes children's welfare.

The childminder forms positive relationships with parents and supports them well in the care and learning needs of their children. For example, she gains their written permissions for taking children on outings and asks them about their child's routines. This gives reassurance to parents in how their child is cared for. The childminder also asks parents for photographs of family members, which she makes into a book for children. This actively helps children feel valued and consequently supports them well to settle happily

with the childminder.

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	EY472874
Local authority	Hampshire
Inspection number	950659
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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