

<b>Inspection date</b>	09/07/2014
Previous inspection date	09/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder has a strong knowledge and understanding of the seven areas of learning.
- Children are settled, happy and confidently explore the environment which supports their all-round development.
- Partnerships with parents are good, they are actively encouraged to share information about their child with the childminder from the onset.
- Children develop good relationships with each other because the childminder models calm and supportive interactions with them.

### **It is not yet outstanding because**

- The childminder has not fully considered how she can include the views of parents and children in her self-evaluation process.
- The childminder does not take all opportunities to fully enhance children's literacy and number development in the outdoor area.

## 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 activities indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.  
The inspector viewed and discussed with the childminder regulatory documentation
- regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16 years old.

## Inspector

Hazel Farrant

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her husband and their three children in a house in Alton, Hampshire. The home is within walking distance of local shops, parks and schools. The whole of the downstairs of the home is used for childminding, with sleep facilities provided on the first floor. There is a garden available for outside play. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children aged from the end of the early years to 11 years. She collects children from local schools and attends several toddler groups on a regular basis. There are currently eight children on roll, four of which 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:

- display signs, symbols, notices, numbers and words where children can easily see them outdoors, to further help them recognise numerals and know that print carries meaning
- build on the self-evaluation process, by extending how the views of parents, children and others are incorporated, to further assist in identifying areas for further improvement.

## Inspection judgements

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

The childminder has a strong knowledge and understanding of the seven areas of learning. This enables her to effectively observe, assess and monitor the children's progress. As a result, children make good progress towards the early learning goals. The childminder has high expectations of children, which are based on assessments of their starting points from initial information gathered from parents and observation. The childminder works closely with parents to share ongoing plans for children's next steps in their learning and development by incorporating their particular interests. This ensures children enjoy their learning and are well motivated. The childminder has a clear understanding of the procedures for completing the progress checks for children aged between two and three years. She is fully aware of working with other professionals to provide children with additional support should this be required. Children are happy, settled and confident in the care of the childminder. They excitedly engage in a wide range of activities, which challenge them effectively. The childminder provides a homely

and welcoming environment where children enjoy a range of adult-led and spontaneous activities.

There is a good range of resources and activities both indoors and outside, which stimulate the children's interest across all areas of their learning and development. The childminder promotes children's communication and language skills well. She talks with the children while completing activities, encouraging them to think, vocalise and make choices. For example, she continually talks to young children and reinforces their vocalisations to help support language development. The inside environment is rich in print so that children understand that letters and numbers have meanings. However, there are fewer examples in the outdoor area to help further children's understanding.

The childminder also encourages the children's curiosity and encourages them to explore and investigate. For example, children enjoy pouring water down the plastic guttering pipes arranged outdoors. They then try to catch the water back into their watering cans as it pours off the end of the pipe work. The childminder uses this opportunity to encourage children to describe the sound of the water. Thus helping children to concentrate and use their imagination. Children learn how to respect and be kind to living creatures. For example, when they discover a frog in the garden they get very excited. The childminder teaches children the importance of touching the frog very gently so they do not harm it.

The children enjoy a good range of outings to places of interest such as the farm and the train station and enjoy socialising and doing a wide range of activities at the childminder group they attend. Children are beginning to learn about mathematics as the childminder counts and reinforces numbers within everyday activities. For example, as they count the number of fish they have their cooking pot. These experiences enable children to acquire the necessary skills they need for the next steps in their learning.

There is good liaison between the childminder and the parents which ensures that children are well supported within the setting. The childminder encourages the parents to complete 'all about me records' when children join the setting. She also encourages them to add comments to their child's daily diaries and development records. This effectively supports the two-way flow of information to ensure consistency and continuity for each child while at the setting. The childminder actively involves parents in their child's learning through suggesting activities and experiences that they can use at home with their children.

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

Children form secure attachments to the childminder who promotes their well-being and independence well. They are settled, happy and confidently explore the environment which supports their all-round development. Children freely approach the childminder when they need comfort or want to include her in their play. They develop good relationships with each other as the childminder models calm and supportive interactions with them. She uses lots of targeted praise and reassurance with the children helping to raise their self-esteem. Children are beginning to learn about sharing and understanding with gentle reminders and support from the childminder.

The childminder has a wide selection of good quality and exciting resources both inside and outdoors which children thoroughly enjoy using. For example, they love playing with the play tents the childminder has made which transforms the dining table into a wonderful play den. Children are able to select their own toys and resources from the labelled boxes, so helping to promote their independence. Children's good health is well-promoted. For example, as they play with the play food the childminder talks about cake being a treat and the importance of fruit and vegetables in their diet. They take part in cookery activities which helps them to learn about healthy food options. They learn about keeping themselves safe as they discuss road safety when on outings and talk about the consequences of going too high on the double swing. The childminder takes the children on regular outings to play areas, toddler sessions and the library. This helps children to develop confidence, independence and social skills and helps them to prepare for the next stage in their life, such as moving onto another setting.

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

The childminder has a clear understanding of her responsibility in relation to safeguarding issues and the procedures to follow in the case of any concerns. She has detailed written policies and procedures in place to demonstrate her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This includes a policy for supporting inclusion and ensures that all children have their needs met appropriately. The childminder's home is secure and detailed risk assessments confirm that the childminder carries out regular checks to eliminate risk, both around the home and outdoors. In addition to this she ensures that she conducts a risk assessment for any outings the children take part in. The childminder demonstrates a good level of commitment in promoting children's safety and well-being. For example, the childminder is fully aware of the need to inform Ofsted of any significant changes or events. All required documentation is in place and effectively recorded. For example, she keeps effective records of children's attendance and gains prior written parental consent for all medications.

The childminder successfully evaluates her practice through continuous and timely self-review. For example, she intends to make a little shop with tins and packets that are less familiar to children to raise awareness of diversity and inclusion. She issues questionnaires to parents to actively seek their opinions on the childcare that their children receive. However, she has not fully considered how she can include the views of parents and children in her self-evaluation. The childminder strives for continuous improvement. All previous actions and recommendations have been successfully met. The childminder recognises areas that she needs to develop professionally and regularly attends further training.

Partnerships with parents are good. Parents are actively encouraged to share information about their child with the childminder from the onset. This enables the childminder to tailor children's individual care to their expressed needs. Parents written comments provide evidence that they are extremely happy with how their children are progressing

and the care they receive. The childminder has developed effective links with the local nurseries and schools, enabling effective exchanges of information with others who care for the children. Consequently, this provides continuity in children's care, learning and development.

### **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>	110958
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813399
<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>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/07/2009
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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