

Inspection date

Previous inspection date

23/04/2014

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 an effective working relationship with her co-childminder. Children are happy and play contently in her care.
- Children behave well and understand the routines of the day. They have a warm bond with the childminder.
- The childminder understands children's interests and plans well for their play in all seven areas of learning. They are therefore, making good progress in relation to their starting points.
- Parents are positive about the care their children receive.

It is not yet outstanding because

- The childminder is not using effective open-ended questions to promote children's language further and extend their thinking skills and curiosity in their play.
- The outdoor environment offers fewer opportunities for children to see and recognise written word and number.
- The childminder is not always confident to adapt children's play activities, in particular to keep them engaged during singing and action rhymes.

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 in their play and in their interactions with the childminder, both indoors and outside in the garden.
- The inspector spoke to the childminder about how she plans for children's play and how she works in partnership with her co-childminder and their assistant.
- The inspector read the childminder's self-evaluation form and took this into account.
- The inspector spoke with children, the co-childminder and the assistant.
- The inspector sampled the childminder's documentation and children's development records.

Inspector
Aileen Finan

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and compulsory and voluntary parts of the childcare register. She co-childminds with her sister, from her sister's home, in Basingstoke, Hampshire. They also work with an assistant. Childminding takes place downstairs, with sleeping facilities upstairs. There is an enclosed garden for outdoor play. The co-childminder's family have a pet rabbit. The childminder has six children on roll. Of these five children are under eight years of age and of these, four children 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:

- enhance the ways in which children are supported in their listening, thinking and responding skills, for example through more open questions
- provide opportunities for children to see written words and numbers outdoors
- consider using additional props and resources for singing activities.

Inspection judgements

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

Children enjoy their time with the childminder and she engages with them well. As a result, children feel secure and have fun. The childminder has a good understanding of the learning and development requirements for the Early Years Foundation Stage. She makes regular observations in order to assess children's achievements and uses this knowledge in her planning for their next steps. As a result, children are making good progress in relation to their starting points.

Children engage well in their free-play, both indoors and outside. They enjoy painting activities outside and have fun together with physical play activities. For example, they play on sit-on cars, with balls, on the slide and pushing dolls in prams. These activities support how children interact with one another as well as promoting their physical development and coordination. The childminder does however, miss opportunities to enhance the ways in which children think about what they are doing in their play or make links to their activities and what they achieve. For example, sometimes the childminder uses closed questions, which limit how children respond. Likewise, as the assistant childminder fits together the safety mats at the bottom of the slide outside, the

childminder does not ask the children to help or offer their ideas about how the pieces go together. Nevertheless, the childminder has a good rapport with the children and it is clear that they feel secure around her. They are confident to ask for help or to invite her into their play.

Children are starting to enjoy favourite songs, rhymes and action songs that promote their language and confidence. They choose picture props from songs sacks and are happy to wait their turn to put their hand inside the bag and suggest the next song. Most of the children are confident to watch and copy rhyming actions and some know the more familiar phrases and words. However, the children start to become distracted because the childminder is not proactive in extending the activity, perhaps with further props or musical interests to maintain children's attention. Nevertheless, overall children's communication is developing well and children are developing securely in all seven areas of their development.

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

The childminder has a warm and caring approach. She listens to children and helps them to thrive within the welcoming home environment both she and her co-childminder provide. Children are therefore happy and content. They have secure emotional attachments with her. Children enjoy a broad range of stimulating toys and resources, which they can easily access. These toys and resources are in good condition and suitable for the children's ages and stage of development.

Children have regular opportunities to explore the outdoors and enjoy a range of learning opportunities. However, there are fewer resources outdoors that promote how they can see written words, letters or numbers to support their learning further. Nevertheless, children benefit from receiving lots of fresh air and exercise outdoors. They pedal on sit-on cars and tricycles and have fun with their friends on the slide. Children are confident to choose what they want to do, both outdoors and inside. They behave extremely well. They adapt their relationships with one another and are confident to wait their turn or share their toys. Children are learning the importance of using 'please' and 'thank you', especially as the childminder helps to serve their lunch. Children learn about their own safety from an early age. For example, they help the childminder to tidy up the toys. As the childminder helps to set out the safety mats at the bottom of the slide, she provides timely reminders to the children about waiting for their friends to slide down before they do the same.

The childminder and her co-childminder provide most children's meals and adhere to their dietary needs and preferences. Children are learning about the importance of washing their hands prior to eating, or after coming indoors from outside play, through the direction of the childminder. The childminder's assistant conducts most nappy changes, while the childminder supervises others in their play. The children cooperate with these nappy changes happily because they feel safe and secure. The childminder adheres to children's routines and naptimes according to their individual routines. Therefore, children sleep when tired and awake feeling refreshed and ready to resume in their play. Overall,

children are making secure progress in their physical, social and emotional development.

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

The childminder has made a good start to her career in childcare. She works alongside her sister who is her co-childminder; and her niece, who is their assistant. Childminding takes place in the co-childminder's home. The childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She understands her responsibilities to safeguard children and is aware of the procedures to take should she have a concern about a child in her care. She is aware of the requirements for working with an assistant and in particular if the assistant is in sole charge of children. The childminder risk assesses the home effectively to ensure children can play safely both inside and outdoors. The childminder shares her co-childminder's robust policies and takes an active role in reviewing these regularly. The childminders share these policies with parents, along with a parental pack that provides information about day-to-day practice. Parents therefore understand the procedures that promote their children's health, well-being and safety.

Partnerships with parents are positive. Parents state that their children enjoy a 'homely environment' and that the childminder, her co-childminder and assistant are 'friendly and flexible'. The childminder also works in partnerships with others, for example liaising with staff at the nurseries that children attend. These partnerships are well established, which in turn means that children receive continuity in their well-being, care and learning. The childminder has evaluated her provision of care. She is confident in highlighting the strengths of her provision, in particular in working with her co-childminder to enhance the outcomes for children. The childminder plans ahead and in supporting children's welfare and learning for the future, has organised a safety awareness topic. The childminder is also completing an approved childcare qualification to build on her skills and personal development.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder and her co-childminder take on key person responsibilities for individual children. The childminder completes regular observations on children and uses her observations to compile delightful learning journals, complemented with photographs. She encourages parents to take an active part in their children's learning and in contributing to the learning journals. Parents are encouraged to take their children's learning journals home each half term and contribute their own observations, particularly for during the holiday periods. One parent writes that their child is becoming 'very confident'. The childminder plans effectively for children's next steps, based on her observations of children's achievements. She is confident to complete the progress report as required, which is completed for children aged two years. Overall, children are making good progress in relation to their starting points.

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	EY461932
Local authority	Hampshire
Inspection number	939255
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
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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