

<b>Inspection date</b>	23/06/2014
Previous inspection date	01/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 calm caring approach towards the children in her care and as a result, they are happy and relaxed in her company.
- The outdoor area provides a fun range of experiences that contribute well to all children's overall development.
- Children receive lots of praise for their efforts and achievements, which supports their development of independence skills, self-esteem and confidence.
- The childminder supports children's communication and language in a way that promotes good levels of conversation.

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

- The childminder does not consistently support children's understanding of how to keep themselves safe by regularly talking about and practising the fire drill.
- Children have slightly fewer opportunities to explore freely more practical activities, when the television is on.

## 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 and interaction between the childminder and children during play in the main room and in the garden.
- The inspector sampled children's learning profiles, planning documentation and a selection of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents through looking at recent written communication.

## Inspector

Anneliese Fox-Jones

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her partner and four children in Popley, Basingstoke. The childminder uses the ground floor of the home for childminding and there is an enclosed garden for outside play. 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 seven part-time children 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 children's understanding of how to keep themselves safe by regularly talking about and practising the fire drill
- maximise opportunities for children to explore and learn through active play, based on the different interests and ways that children learn and develop.

## Inspection judgements

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

The childminder offers children a varied range of experiences that meet their needs well and promote their learning and development effectively. The childminder has a good knowledge of the areas of learning and generally provides a range of activities that capture children's interest. Although, when the television is frequently on children have slightly fewer opportunities to explore activities that are more practical. Despite this, children show delight in the various activities on offer and mostly keep busy throughout. They explore their surroundings and play with the resources with ease. The childminder allows them time to explore the environment where she supports them to develop their own ideas and be creative. Consequently, this helps to promote children's self-confidence. When playing they remain focused and interested for long periods of time. For example, children are eager to build a monster truck track outside, as they make a range of shapes and models using the bark, bricks, sticks and tunnels.

The childminder plans a flexible range of activities in and out of the home. As a result, children mostly benefit from their experiences, which the childminder plans around their individual interests. The childminder provides a balanced range of activities, which effectively supports children's learning across all areas of learning. The childminder has a good understanding of the children's starting points and changing interests. She frequently observes children and collects information to confirm her understanding of their progress. This enables her to begin planning the necessary next steps in the children's learning and

complete the progress check for two-year-old children.

The childminder talks to younger children calmly and responds well to their attempts to vocalise, repeating or signing many simple words. Many opportunities exist for children to be physically active and develop their muscle coordination and control. For example, children move confidently indoors and out to the garden, freely selecting favourite toys. They show great pleasure exploring the garden area and making balancing beams using planks of wood and logs. Children demonstrate a keen attitude towards learning in different play situations. Through their play, they learn to respect different cultures and of how people celebrate individual traditions all over the world. Young children develop skills for the future such as literacy and numeracy, through play and day-to-day experiences. For example, they have good opportunities to develop an awareness of number and problem solving through songs, puzzles and counting in their play. Children use electronic and interactive toys, which introduce them to simple modern technology. For example, children enjoy experimenting with sounds as they play with toys, such as a musical keyboard mat. Good opportunities exist for children to draw, build, paint and explore various media such as play dough and water, which help them to develop their creative and early writing skills. Children's understanding of the world is increasing and supported through regular visits to various toddler groups, which encourages children to mix with others, learn to respect others and develop friendships. The childminder joins in with children at all times to support their play and learning appropriately. She promotes children's communication and language skills well through her good interaction with them. She skilfully questions children to challenge their thinking. This effectively promotes children's development of future skills and prepares them for the next stage in their learning.

Partnerships with parents are good. The childminder has developed effective communication and relationships with parents. She provides good information to parents about their children. This includes a daily communication diary, photographs, an attractive learning profile, newsletters and summary achievement reports on individual children's targets. This keeps parents well informed about the children's time with the childminder and provides frequent opportunities for the parents to get involved in their child's learning and development.

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

Children build secure relationships and settle well. They are safe and happy, as the childminder is responsive to their needs. She supports them emotionally when they show signs of frustration or tiredness. They enjoy finding out what they can do as the childminder has made the home safe. Children develop responsible behaviour by helping to clear away their toys. The childminder praises and encourages children's achievements and efforts. In addition, she supports them to share resources, space and include each other. This further encourages their positive behaviour and helps to promote children's self-esteem and confidence. Consequently, children have their emotional needs well met in a calm and child-friendly environment.

The childminder's home is well resourced and overall there is a wide selection of toys and equipment. Resources in the main playroom are stored appropriately and many are presented at the children's height. The childminder promotes inclusion through supporting the children's choices of activities and play. Children also use many resources that reflect positive images. The childminder offers children a variety of outdoor activities. Varied equipment here promotes children's physical development effectively as well as helping them to explore, learn to play together and use their imagination. This range includes water, cars, and natural resources such as chunky wood, logs and bark so children eagerly explore the natural environment using binoculars and magnifying glasses.

Children show great enjoyment when balancing, hopping along the piano mat and dancing to music. Regular local walks in the fresh air and visits to various groups also encourage children to be physically active. This supports children's physical development well. There are appropriate times for younger children to eat, sleep and rest. There are good hygiene practices in place, which promote children's good health and well-being. The childminder supports children to develop a good understanding of healthy choices as she provides a wide range of nutritious foods and snacks. Children learn about healthy eating practices as they eat an appropriate lunch provided by their parents and discuss healthy choices. Children enjoy many challenges as young learners.

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

The childminder has a good commitment to improving her service through accessing training. There have been positive improvements since the last inspection, especially in how she tracks children's progress and the range of play opportunities that they have. In addition, the childminder has worked hard to update her policies and procedures. Her documentation is mostly organised and easily accessible. She supervises children well and generally conducts appropriate checks on the home. However, the childminder has not considered regularly talking about and practising fire safety with all of the children. Nonetheless, the childminder does teach children about road safety. They are able to play safely while still being independent and moving freely. The childminder has an appropriate understanding of her role and responsibilities regarding safeguarding and child protection issues. She demonstrates a clear understanding of what would give her cause for concern and the action she would take to promote children's welfare.

The childminder understands the need to evaluate the success of the service she provides. She is aware of the strengths of her practice, and has appropriate systems to monitor and evaluate the quality of her provision. The childminder has good understanding of the requirements of the Early Years Foundation Stage. She supports children's learning well, as she engages within their play as well as offering them lots of praise for significant achievements. The childminder is particularly keen to make the most of children's interests and the things to which they respond well. She is planning and assessing activities in order to support children's individual next stages in their learning and development.

The childminder values working in partnership with parents and provides them with a

variety of information about the early years provision. Parents demonstrate that they are happy with the care their children receive. For example, they comment positively and state that the childminder 'always makes time for good handovers at the start and end of each day. She is enthusiastic about children's development and has a good understanding of different parenting styles'. Other parents state that they are 'completely satisfied with the environment the childminder provides. She is flexible and is able to adapt to changes in particular supporting needs and when caring and playing with other children.' The childminder ensures that appropriate interventions are secure and children receive the necessary support that they need to support their learning and development and welfare.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	156437
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	963029
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/07/2013
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

