

<b>Inspection date</b>	05/08/2014
Previous inspection date	23/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 implements effective safeguarding and child protection procedures to promote the children's welfare successfully.
- The childminder provides many opportunities for children of all ages to express themselves creatively.
- The childminder implements robust evaluation systems that continually drive improvement.
- The childminder manages children's behaviour effectively, which supports their emotional wellbeing.

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

- The information the childminder initially obtains from parents about the children's learning and development, is limited.
- Children do not experience outdoor learning regularly all year round.

## 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 inside and outside.
- The inspector spent time talking with the childminder, parents and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

## Inspector

Lisa Cupples

## Full report

### Information about the setting

The childminder registered in 2007. She lives with her partner and their school age child, in a house in Waterlooville, Hampshire. Children use the ground floor of the property, with resting facilities on the ground and first floor as required. There is an enclosed rear garden available for outside play. The family has two dogs and one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children in the early years age group on roll.

### What the setting needs to do to improve further

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

- develop further the information gathered from parents about the children's learning and development starting points
  
- further increase children's outdoor learning to ensure they regularly experience activities outside, promoting all areas of learning throughout the year.

### Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage and the requirements. She implements the educational programmes successfully to promote the children's learning in all areas. The childminder effectively meets the needs of individual children. She spends time observing what the children can do. She uses this information well to plan a wide range of activities and experiences to reflect the children's interests. As a result, all children are making good progress in their learning. The childminder uses systems effectively to track and monitor the children's progress in all areas.

All children benefit from the good quality interaction with the childminder. She joins in all the activities and engages the children in purposeful conversation, introducing new vocabulary at every opportunity. Children enjoy playing a wide range of musical instruments as they learn about different sounds. For example, children listen to the different sounds on the keyboard. They learn how to play quietly and loudly, laughing and giggling as the childminder sings with them and extends their understanding. The childminder provides many opportunities for children to express themselves creatively. They enjoy pretend play, playing with small toys and dressing up. Children explore different media and textures using all of their senses as they develop an understanding of

different materials. For example, children use paintbrushes, pads and their hands. Children have opportunities to practise their early writing skills and have access to a range of indoor and outdoor materials for making marks, including pencils and crayons. As a result, children's early writing skills are developing well. Children are developing an understanding of the world around them through planting flowers and herbs and watching them grow. This develops the children's understanding of where different things come from and how they grow. Children count spontaneously during activities, and the childminder demonstrates and encourages counting at every opportunity to develop the children's interest in numbers and patterns. All children have access to a wide range of books and enjoy listening to stories. The childminder is skilled at bringing the stories to life, using character voices and the pictures to engage the children. This promotes the children's interest in books and helps them to understand that text has meaning. Consequently, children are developing the skills they need to be ready for their next stage of learning.

The childminder has established systems in place to support the children as they make the move to school or attend other early years settings. She has clear procedures in place to meet with other early years providers, when necessary, and she shares information with school staff to support the children in her care. The childminder always obtains written permission from parents to share information and has clear confidentiality policies in place.

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

All children are very happy and settled during their time with the childminder. She spends time getting to know the children and their families well. She records information about the children's individual care needs in detail. However, the information obtained from parents about the children's starting points in relation to their learning and development is not as comprehensive. This leads to a short delay in the childminder being able to plan activities to meet the children's individual needs as soon as they attend. All children form positive relationships with adults and other children because they feel safe and secure in the childminder's care. The childminder works very closely with parents to follow the children's home routines. For example, the childminder ensures the children eat and rest at times that follow their home routines. The childminder has a range of equipment to support the children's individual needs and routines, such as pushchairs, high chairs and travel cots. All children have access to an extensive range of play and learning resources. The equipment is all stored at a low-level, making it easy for children to make choices and develop their independence from an early age. All children demonstrate good levels of self-esteem and confidence as they explore their surroundings and initiate their own play and ideas.

Children learn about keeping themselves safe through daily routines and consistent safety rules. For example, the childminder shows children how to use and hold scissors safely as they develop early cutting skills. The childminder teaches children how to cross roads safely and she talks with the children about 'stranger danger' during activities. Children practise regular fire drills to ensure they know how to evacuate the building in the event

of an emergency. Children develop an understanding of healthy eating through discussion and the provision of healthy snacks. The childminder talks with the children about the type of foods that are good for them. Children enjoy outdoor exercise, singing and dancing and visiting the local park, where they can run and climb as they practise their physical skills. However, children do not always enjoy regular outdoor activities covering all areas of learning, all year round.

Children benefit greatly from the open, two-way flow of information between the childminder and their parents. The childminder gathers a wealth of information about the children's welfare requirements before the children attend. All parents have access to their children's learning journeys at any time. Consequently, all parents are able to contribute to their children's records. In addition, parents receive regular updates, including information about their children's next learning steps. This ensures parents are fully involved in their children's learning and they can extend activities and learning opportunities at home. The childminder has policies and procedures in place to ensure she meets all the welfare requirements. The childminder reviews and updates her policies annually to ensure they accurately reflect her practice.

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

The childminder promotes the children's welfare successfully because she has a good understanding of the safeguarding requirements. She has completed safeguarding training and she knows how to implement the procedures if she has any concerns about children in her care. Parents are aware of the childminder's safeguarding responsibilities through discussion and sharing the safeguarding policies with them. All children enjoy a very safe and secure learning environment because the childminder completes risk assessments and carries out daily checks before the children arrive. All adults in the household complete relevant checks and are suitable.

The childminder has made good progress since the last inspection and has addressed the previous inspection recommendation. For example, the childminder has purchased a number of resources to reflect diversity and raise the children's awareness of differences and similarities. She has play figures, such as people in wheel chairs, dolls with glasses and books and puzzles reflecting a diverse society. As a result, children see positive images during their play and the resources are all accessible, developing the children's understanding of the world around them.

The childminder actively evaluates her practice and she has completed a full self-evaluation to drive improvement. She uses the information to identify strengths and areas for development to improve the outcomes for children. For example, the childminder has recently changed the storage of resources, ensuring they are at a low level and clearly labelled with pictures and text for the children. In addition, the childminder has further developed the children's records to ensure she can accurately track and monitor their ongoing progress. As part of the evaluation the childminder spends time discussing how things are going with the parents. They complete parents' questionnaires and the

childminder acts on any suggestions. For example, the childminder has introduced daily diaries for children less than one year, to ensure parents have a record of their children's diet and sleep patterns. Through ongoing assessment, the childminder can observe that the children are happy and are continuing to make good progress in their learning.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY349001
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	815331
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/02/2011
<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.

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