

Inspection date

07/08/2014

Previous inspection date

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 a secure knowledge and understanding of how children learn and develop. As a result, the quality of teaching is good.
- Children demonstrate that they feel secure and form good emotional attachments with the childminder.
- The childminder ensures she spends quality time with children. This enables children to feel special and valued, resulting in children having a positive self-image.
- The childminder demonstrates a good attitude towards professional development. This is through completing further training to complement her already good knowledge and extensive experience.

It is not yet outstanding because

- The childminder misses opportunities to share information with parents to encourage them to be more involved with their children's learning and support them at home.
- The children do not benefit from the additional resources and activities available to them, as they are stored away and out of their reach.

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 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 2013. She lives with her husband in Farnborough, Hampshire. Childminding is carried out on both levels of the premises, with toilet and sleep facilities 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. The childminder is able to walk to local schools and pre-schools to take and collect children. She attends the local parent/toddler group. There is currently one child on roll who is also 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:

- strengthen opportunities for parents to contribute more information about what children do at home, and use this shared knowledge to plan how to move children even further forward in their learning
- further enhance the learning environment so children are able to use pictures to easily identify additional resources available for them to explore.

Inspection judgements

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

The childminder is very experienced at working with children. She has a secure knowledge and understanding of how children learn and develop. As a result, the quality of teaching is good. The childminder carries out regular observations of children as they play, which in turn successfully supports her planning. She continually observes and assesses children's development. This means she knows the children very well and can clearly plan for their individual next steps in learning. Consequently, children make good progress and are well prepared for moving on to nursery or school. Each child has their own learning and development record and this includes photographs of them engaged in play and the childminder's observation and assessment records. However, the childminder misses opportunities to encourage parents to share their observations of what they see their children achieving at home. This will help parents to be more involved in their child's learning at home. Furthermore, it will help the childminder to form a clearer picture of children's progress and identify areas where additional support or challenge may be needed. The childminder has a clear understanding of the requirement to conduct an assessment for children who are aged two years old when required to. Children settle

easily and feel at home. They are relaxed and feel comfortable in the childminder's company. Children confidently interact with her and she constantly responds to them, enabling them to be confident communicators. The childminder provides a varied range of interesting experiences, which enrich children's overall development and help them to learn the skills they will need in the future. Children are curious, show delight when discovering new things and receive lots of support. For example, when playing outdoors, the childminder encourages children to use wheeled toys and introduces new words, such as 'backwards' and 'forwards' as the children peddle around. The childminder skilfully merges counting skills into children's play. For instance, during a role-play scenario she asks children to count while they are taking their own temperature. The children confidently count to seven while holding the thermometer under their own arm. These first-hand experiences help children to develop their mathematical skills in a fun way. Children have access to a good section of books and regularly go on outings to the library. Children enjoy playing with water, pouring it from one container to another and making the plastic ducks spray water. As a result, they develop coordination and learn about size and capacity. The childminder supports their play by providing a variety of different objects for them to experiment with and playing alongside them, and ensures they have time to play and explore. Consequently, children make their own decisions and learn by trial and error. Children go on lots of outings, for example, to toddler groups and soft play centres. As a result, their social skills are developing well and they are exposed to an increased range of resources and experiences. Children enjoy outdoor play and frequently access the garden daily. Consequently, they have plenty of fresh air and exercise. Children are starting to learn about growth and the need to care for living things as they tend to a selection of runner beans and flowers in the childminder's garden.

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

The childminder works well with parents, who are invited to bring their child for several visits prior to when they start attending. She ensures that these visits are tailored to meet the individual needs of the children. As a result, children settle comfortably and confidently move around the childminder's home, freely accessing the areas available to them. Discussions with parents as well as her own observations help the childminder to know each child well. She understands their likes, dislikes and routines, and is able to support them according to their individual needs and preferences. For example, she knows when children are getting thirsty or hungry, and responds to this by having accessible drinks available at all times and by offering them healthy snacks to choose from. The childminder's home is warm and welcoming. Children are cared for in a clean, safe and well-maintained home. She provides a good range of toys, which are age appropriate for children she currently minds. The childminder presents toys and activities on the floor and in boxes, which helps children to reach them by themselves. The childminder also makes good use of the outdoor play area and provides a good range of toys that complement the already good range inside. However, children do not know what other resources are available to them as some are stored away in an upstairs playroom. Children have many opportunities to develop their physical skills. They benefit from fresh air and exercise during visits to the park. Through positive praise, the childminder promotes children's confidence and self-esteem. She is a good role model and provides consistent routines.

This supports children's understanding of what is acceptable behaviour, such as being kind and respectful towards others. The childminder ensures she spends quality time with children. This enables children to feel special and valued, resulting in children having a positive self-image. Children are learning to behave well, as the childminder has a calm and gentle manner, and offers attention and encouragement to children in her care. Children develop a good understanding of a healthy lifestyle. Young children gain a good understanding about healthy lifestyles, as they are sensitively encouraged to follow personal hygiene routines and learn to manage these independently. Children are beginning to develop good self-help skills, as they are encouraged to wash their hands themselves, after activities and before snack time. The childminder talks to the children about the importance of healthy eating. She encourages them to make healthy choices, such as fruit rather than biscuits, and ensures fresh drinking water is available at all times. Children are learning to think about their own safety because the childminder talks to them about keeping themselves safe when they go out. The childminder completes risk assessments to minimise any potential hazards to children. This promotes their safety and well-being. Children develop an understanding of their own safety because the childminder makes sure they learn how to use resources safely and incorporates safety into their play and learning. The childminder provides the space and freedom for children to explore. Children feel safe to explore because the childminder supports them well. Children demonstrate that they feel secure and form good emotional attachments with the childminder. They benefit from visits to toddler groups, enabling them to develop confidence in new experiences and to help them socialise. Children have good opportunities to learn about other cultures and beliefs as the childminder provides a range of resources, activities and experiences to support this. This helps children learn to value and respect others, and to challenge inappropriate attitudes and practices.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. The childminder has a good understanding of safeguarding procedures and is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. She clearly knows who she must contact in order to make a referral, if she is required to do so. Her policies are informative and she ensures that she shares these with parents. All her documentation is very well organised, easily accessible and underpins her practice well. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first-aid certificate. Children remain safe inside and outdoors. The home is secure and the childminder checks the home daily to make sure that it remains safe for children. In addition, she has written risk assessments that cover the home, garden and any outings that she takes children on, therefore minimising any possible hazards. The childminder monitors her provision effectively. She regularly reviews accurate assessments to ensure that there is a broad programme of activities, which enables the children to make good progress. She has a clear understanding of the progress children make over time. The childminder talks with confidence about their development including what she is doing to help children make progress. This means that she can highlight any possible gaps

in children's learning and plan appropriate interventions to support each child. The childminder has an accurate understanding of how she can improve her provision further. The childminder demonstrates a good attitude towards professional development. She has already completed two online training sessions and has identified further training to supplement her already good knowledge. This demonstrates that the childminder has a good capacity to improve further. Partnerships with parents are good. They voice their appreciation of the invaluable service she provides. They comment about the progress their children have made too. Detailed verbal feedback at the beginning and end of the session mean that parents know what their children have been doing and how they can support them further. She demonstrates a good awareness of the need to work in partnership with other professionals. This will enable her to support children in reaching their full potential.

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

Unique reference number	EY469916
Local authority	Hampshire
Inspection number	950329
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

