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| Inspection date | 13/08/2014 |
| Previous inspection date | 23/07/2009 |

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The quality and standards of the early years provision

This provision is good

- Children show good motivation during their play and learning activities and are well supported by the childminder to ensure they make good progress.
- Children have a very strong relationship with the childminder, who promotes good, well-mannered behaviour.
- The childminder provides a rich and stimulating learning environment for children, which includes exciting well-planned outings to successfully promote their understanding of the world.
- The childminder has strong and lasting relationships with parents, who report very positively of the setting.

It is not yet outstanding because

- The childminder does not always include props and visual teaching aids when singing songs and sharing favourite books together with the children, to enhance their learning opportunities.

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's play activities and the childminder's interactions.
- The inspector discussed with the childminder the children and looked at their learning records.
- The inspector sampled some safeguarding documentation.
- The inspector viewed questionnaires from parents.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder registered in 1989. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband in the Oliver's Battery area of Winchester, which is close to local schools and shops. All areas of the property are used for childminding and access to the premises is good. Toilet facilities are on the ground floor. There is a fully enclosed garden for outdoor play. The family has a cat. There is currently one early years child on roll attending on a part-time basis. The childminder has a relevant early years qualification.

What the setting needs to do to improve further

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

- enhance the quality of teaching further, for example, by using more props and visual aids during song time and when sharing books.

Inspection judgements

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

The childminder meets children's needs well because she understands how they learn. The childminder provides them with good purposeful play opportunities and valuable, exciting experiences. Children show good motivation when exploring the child-friendly and welcoming learning environment. They make independent choices from the wide range of play resources available in the designated playroom. For example, they go into the role-play area and engage in pretend play. Children easily select their favourite books and sit cosily on beanbags to share them with the childminder, who gains their attention well and encourages lots of talking. She uses well-planned play activities build on children's current experiences and interests. For example, following on from a child's beach holiday, the childminder planned a fishing game outdoors in the paddling pool, where children took turns to fish for different sea creatures. They talked excitedly about the different colours and the creatures they caught and randomly counted, when encouraged by the childminder. The childminder effectively interacts with children to build on what they know and can do. She has a clear knowledge of how to promote young children's speech and language skills effectively. For example, she repeats clearly children's words and extends young children's simple sentences. The childminder introduces different vocabulary, such as when she showed them a picture of a sailing boat and pointed out the 'mast'. Young children who were not at the expected level in language development are catching up because of the interaction and teaching support they received from the childminder. They go on exciting outings on buses and trains to see different boats, ships and landmarks in Portsmouth and Gosport. This helps to promote children's understanding of the world. Children become engrossed during the adult-planned and self-chosen play activities such

as when they explore the playdough or role play a picnic outdoors. They showed good concentration skills and an emerging imagination while using a good variety of tools to shape the playdough. Children used their hands to role it into different shapes while the childminder sat close by giving them good support and interaction. When the children talked about making boats out of their playdough, the childminder showed them real photos of different boats on the sea. This is to offer more challenge and promotes their imagination further. Children spontaneously talked about their playdough boats and the 'captain' they have made, showing excitement and motivation. Children engage well with the childminder who role-models mathematical language and counting to build their next steps into her daily practice. The childminder has a secure system for observing, assessing, and planning for children needs. Although the childminder provides a good educational programme for children, she does not always use props and visual teaching aids during song time or when they share a book, to maximise children's learning opportunities. Children demonstrate they are keen, active learners who are developing valuable future skills.

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

Children are happy in this nurturing home because of the safe, supportive care they receive. They demonstrate confidence and emotional security in their surroundings because the childminder builds a strong relationship with them. For example, they often call the childminder by her name, and take turns during fun games and involve her in their play. They enjoy the social interaction and support they receive from her. The childminder gives children a sense of belonging through good systems such as having photographs of their family in the role-play home area. Children behave well because they receive positive praise and encouragement. They learn good manners because the childminder has high expectations of children during mealtimes. They ask politely 'please get down from table' because they know the rules and routines of the home. Children learn about road safety on their many trips out each week, especially during school holidays. The childminder supervises children well to ensure they keep safe from harm. Children develop a healthy lifestyle through daily physical exercise and the promotion of healthy eating by the childminder. The childminder ensures children drink plenty of water in hot weather and wear sun cream to protect their skin. She provides nutritious lunches and hot meals at the end of the day. The childminder plans lots of outdoor play at home and off the premises. They walk in the local environment, use public transport and play with equipment in the garden, which successfully promotes children's physical skills. For example, the use of balls and a tunnel helps children to develop their large-movement skills. The learning environment is rich and inviting indoors too, because the childminder has plenty of play resources for children. She arranges her playroom into a couple of learning areas, such as a book area and role-play area. The childminder uses child-size furniture for tabletop activities, which children can access themselves. The childminder displays learning posters and children's artwork in the playroom because of the good emphasis on preparing children for their future. This also gives them a good sense of achievement.

The effectiveness of the leadership and management of the early years

provision

The childminder is well aware of her responsibilities to meet the safeguarding and welfare requirements. She keeps organised records and documentation, which are complete and easily available to the inspector. For example, child record forms, accidents and medication records. The childminder has a secure knowledge of the safeguarding procedures and is alert to any child protection concerns, which she shares with the Local authority as necessary. This is because she updates herself through online training and keeps abreast of safeguarding media issues. The childminder minimises hazards to ensure children keep safe, by assessing any potential risks to them. For example, she shares with the local school her identified concerns regarding the car park and traffic outside the school, alerting them to the dangers. Her home is clean, well maintained and secure, which successfully promotes children's health and safety. The childminder shows a strong and lasting commitment to the service she offers. Since her last inspection, she has updated her knowledge and expertise, which has helped improve outcomes for children. She is a long experienced and well-qualified childminder. Through continually developing her practice, she successfully implements the Early Years Foundation Stage. The childminder is self-aware and develops her practice by gaining good practice ideas from other childminders, use of early years websites and the development guidance. She sends out questionnaires to gain parent's opinions on her service. All of which are very positive. The childminder monitors the effectiveness of the educational programme by reviewing children's progress in all areas to identify any gaps in their learning. The childminder builds a good relationship with parents. She has clear lines of communication with them including a flexible and understanding approach to working with them. She exchanges information regularly with parents to help ensure that she successfully meets children's individual care and learning needs. For example, the childminder shares her learning records with parents and shares children's next steps with them. This encourages parents to work together on children's development too. The childminder has a good knowledge of working with other early years providers to promote a shared approach to children's care and learning. For example, she gained children's speech and language therapy report and implemented the tips and guidance given to her such as using non-verbal signs alongside verbal language to aid children's speech and language 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. 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

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| Unique reference number | 156442 |
| Local authority | Hampshire |
| Inspection number | 843220 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 23/07/2009 |
| 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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