

Inspection date

21/08/2014

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 provides a range of enjoyable learning experiences that enables children to make good progress in their learning and development.
- Children build positive, caring relationships with the childminder and other children. As a result, children are happy, settled and motivated to learn and explore.
- The childminder has established good partnerships with parents and actively encourages them to participate in their child's learning. Consequently, children benefit from good continuity of care.
- The childminder reflects on her practice and evaluates her service well, so that children continue to receive a good standard of education and care.

It is not yet outstanding because

- The childminder does not promote written text in the environment and during children's play to further promote their development in literacy.

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 in the main playroom.
- The inspector looked at a selection of children's assessment and development records, policies and procedures.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through their written comments.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder registered in 2010. She lives with her partner in Chineham, near Basingstoke. The childminder uses all areas of the house for childminding. There is a secure garden for outdoor play. The childminder has pet cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder provides care from Monday to Friday all year round. There is currently one child on roll in the early years age range. The childminder takes and collects children from local schools and nurseries. The childminder attends local toddler groups, library and parks. The childminder has a National Vocational Qualification at Level 3 in Children's Care, Learning and Development.

What the setting needs to do to improve further

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

- enhance the range of written text in the environment to show that words carry meaning and to support children's early literacy development.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage learning and development requirements. She uses her knowledge effectively to identify children's next steps and support their development thoughtfully. The childminder adapts play and learning activities to ensure children enjoy a wide range of interesting and challenging play and activities across all areas of learning. For instance, the children enjoy planting seeds in the garden. The childminder shows them their seeds will grow into a sunflower. The children are captivated by the changes their seeds will make into flowers. The childminder teaches them how plants grow through providing water and sunlight. Children strengthen early counting skills as they count out the number seeds they want to plant. Children develop their attention and listening skills as they follow instructions and respond to questions. For example, when the childminder asks the children what they need to add for the plant to grow. The childminder adapts the activity according to children's interests and they enjoy digging up vegetables from the soil. The childminder participates actively in the children's play and this stimulates and maintains their level of interest and engagement. For example, she joins in imaginary play with children as they pretend to cook in the home corner. She listens, follows the children's lead and asks open questions to promote their critical thinking skills. The childminder models language for children and extends their vocabulary through repetition and reinforcement. The childminder engages in meaningful conversation with children and involves them to share their ideas. This helps children develop their communication and language skills. However, the childminder does

not always promote written text, such as letters and words, in the learning environment to enhance children's early literacy skills.

The childminder uses her observations effectively to inform planning and as a result, activities offer good levels of challenge that are appropriate to children's ages and stages of development. For example, children learn about the stages of how plants and vegetables grow through sensory play. The childminder extends this through conversation and creative play dough activities as children recreate ideas. The childminder clearly records and charts children's development which shows how they make good progress from their starting points. The childminder is able to flexibly adapt the learning to meet the children's interests and their next developmental steps. For instance, she uses the play dough activity to successfully introduce and discuss shapes and colours. The childminder actively includes parents in their children's learning through developmental summaries, learning journeys and regular communication.

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

The childminder acts as a good role model to the children, through her sensitive and caring approach and children follow her good example. She adapts behaviour strategies according to children's age and stage of development using distraction and positive techniques. The children are taught to be kind to one another, share toys and take turns. As a result, children's behaviour is very good.

Children are happy, comfortable and settled in the childminder's home. The childminder develops caring and positive relationships with children and she supports parents to help settle their children with her. This supports children's emotional and physical well-being effectively. Children demonstrate a high level of self-esteem and confidence because the childminder gives them lots of praise and encouragement. Children can independently access a good range of resources, which supports their learning and development in all areas.

The childminder teaches children how to keep themselves safe through clear boundaries. They regularly talk about and practise road safety and the childminder has clear procedures to carry out emergency evacuations so they know how to leave the premises quickly and safely. The childminder completes risk assessments for her home, garden, and any outings and reviews these regularly. As a result, she is proactive to minimise hazards so children are safe and free to play and explore.

The childminder supports children to gain a good understanding of the importance of being healthy. They have daily opportunities to play outside, develop their physical skills, and benefit from fresh air. The childminder also takes children for walks in the local community and they visit the local parks on occasions. This helps develop children's social skills and their physical development. They independently access their drinking bottles and the childminder supports them to learn good hygiene routines. This means that the childminder promotes children's health and well-being well and they learn effectively about a healthy lifestyle. The childminder supports children to meet their next steps in

development and is aware of the importance to prepare children for their future learning, such as nursery and school.

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

The childminder has a good understanding of the Early Years Foundation Stage. All the required documentation is well organised and easily accessible. The childminder has a good knowledge of how children play and learn so that she is able to plan effectively to meet their individual needs. She clearly records children's developmental progress and carries out regular summaries so that comprehensive information is shared with parents. This ensures children receive the support they need when they move on to the next stage in their learning, such as nursery or school.

The childminder has a sound knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She carries out risk assessments to minimise potential hazards in her home, garden and for any outings. As a result she is pro-active in ensuring children play openly and safely. The childminder also practises fire drills with the children, which helps them to learn how to evacuate the home safely in the event of a fire. The childminder has a good understanding of child protection and she is able to identify signs and symptoms that indicate issues for concern. The childminder is aware of whom to contact if she had any concerns about children in her care.

The childminder reflects on her provision consistently and evaluates her teaching practice after carrying out learning activities with children. She is very well motivated and enthusiastic to improve her provision. This means that children receive good quality learning experiences and are actively involved as she listens to them. The childminder includes parents' views to assess her service through questionnaires and open communication. This also supports her in the monitoring of the provision.

The childminder is able to demonstrate she can work with other early years providers, for example sharing information with the health visitor. She is aware of the importance of partnerships with other nurseries and schools when children start to attend. Partnerships with parents are strong. The childminder has effective methods to keep parents informed and involved in their children's care and learning. Parent feedback indicates that they are very happy with the childminding provision. Parents describe her as 'warm and welcoming' and they add that children are safe and happy to learn.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY416966
Local authority	Hampshire
Inspection number	887888
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	

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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.

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.

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