

Inspection date	18/08/2014
Previous inspection date	25/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
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

- Children form secure, emotional attachments with the childminder because of the sensitive, skilful support they receive from her.
- Tailored, purposeful interactions by the knowledgeable childminder means children are making exceptional progress in their learning and development.
- The cycle of observation, assessment and planning is precise and sharply focused according to children's individual learning needs and interests.
- The childminder uses successful partnerships with parents and other professionals to help identify, and support children's individual needs well.
- The childminder uses self-evaluation well to identify ways of further promoting children's care and learning, which continuously improves outcomes for children.

It is not yet outstanding because

- The childminder does not always fully promote children's understanding of effective hygiene routines to help them consistently learn how to keep healthy.

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 in the home and had discussions with the childminder and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, records of complaints and information provided to parents.

Inspector

Jacqueline Munden

Full report

Information about the setting

The childminder registered in 1990. She lives with her husband and their four adult children in Kings Worthy, near Winchester, Hampshire. All areas of the home are available for childminding and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. At present, there are four children on roll, all of whom are in the early years age group. The childminder holds a recognised level 3 qualification in childcare and receives funding for the provision of free early education for children aged three and four.

What the setting needs to do to improve further

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

- develop further children's understanding of how to keep healthy during everyday routines.

Inspection judgements

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

Children are acquiring excellent skills for the future. The enthusiasm and high expectations the childminder has for each child means that they are exceptionally well prepared for their next stage in learning. The childminder and parents work extremely closely together to support children's learning needs from the outset. Parents share information with the childminder about their children's starting points during initial meetings. The childminder continually develops her knowledge of children's abilities through her observations. She makes precise assessments of children's levels of development and makes effective plans to help progress children's learning. Parents are fully involved in their children's development and can freely view and contribute to their children's records at any time. The childminder welcomes parents into her home, involving them in their child's learning and supporting them in promoting their child's learning at home. She invites parents to 'story tea sessions' where they read books with their children in a welcoming environment. For example, the use of a life size soft toy tiger helps to bring tiger stories alive and make them even more interesting to the children. As a result, children make excellent progress. The childminder uses her comprehensive observations and assessments to feed into the progress check for two-year-old children. This provides parents with written feedback on how their children are progressing. The childminder plans many enjoyable activities that stimulate children's interests and promote all areas of learning; in particular, their language development. She uses the local environment extremely well and takes children to a variety of places to offer them new experiences, such as, the zoo. In the home, the childminder extends children's learning by providing activities that stimulate children's interests. For example, three-year-old children enjoy playing with a sticker book about the

Anglo Saxons and listen intently as the childminder talks purposefully to them about the content. For example, children learn in great detail about knights, that they wore chainmail clothes under their armour and took part in jousting tournament. Children show they understand, and are increasing their vocabulary, as they carefully place the relevant sticker of a helmet and lance on to the picture of the knight and correctly name them. The childminder uses explanation effectively and in ways that children understand to help keep them interested. This helps them to relate what happened in the past to their own lives. For example, the childminder describes a picture of the knights at a feast as being similar to a children's birthday party, saying 'we had a feast for your birthday'. She encourages them to describe what they had to eat at their party. As a result, children are confident speakers and completely engrossed in their play and learning. The childminder makes wipe clean place mats for each child with their photograph on. She encourages them, from a very young age, to make marks on their mat teaching them about the letter sounds of their name and how to write them. This high expectation of children, and the excellent support children receive, means they show high levels of early literacy skills. Children show excellent numeracy skills as they carefully place the pieces in the clock puzzle. The childminder encourages them to use terms such as o'clock, to and past and point the hands of the clock to a corresponding number. Very young children are making excellent progress in their physical skills and coordination. The childminder places toys on a table so that they stand and strengthen their leg muscles as they bang the posts with a hammer. The children happily respond to the childminder's voice and encouragement, and repeat many words, such as, 'bang bang'. Therefore, very young children show excellent levels of communication skills.

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

The childminder provides a very welcoming and nurturing environment. Children are totally at ease and feel secure in her care. As a result, this means they are happy and ready to learn. Children have very good relationships with the childminder. They happily talk to her about their ideas and go to her to ask for help. The childminder is very effective in supporting children's emotional well-being. She makes sure they feel valued and develop high levels of self-esteem. This is because children are fully included in the daily routines and their ideas are valued. Children's behaviour is very good as they are interested and engaged in their play. The childminder offers children choices so that they learn to make decisions and be active learners. Equally, children are cooperative and happy to help to tidy away the toys when it is time to have lunch. Children learn good manners and share the toys because of the childminder's clear boundaries and positive reinforcement she provides. The childminder takes children to groups where they build confidence and social skills. She works closely with other providers that children attend. They share information, which helps the childminder to plan effectively to support individual children. Children show a good understanding of safety. They understand the need to sit when they eat and they learn to cross the road safely when they are out walking. Overall, the childminder effectively supports children in developing healthy lifestyles. The childminder provides healthy and nutritious foods that meet children's dietary needs. She teaches children about foods that are good for them at meal times and when they grow fruit and vegetables. Children benefit from spending lots of time playing

and learning outdoors. The childminder teaches children to follow many effective hygiene routines, such as washing their hands before eating. On occasions they use a shared towel to dry them and childminder does not always use opportunities as they arise to explain the need for children to wash their hands. This means children are not always learning the most effective hygiene routines to keep healthy. The childminder provides a wide range of resources that meets the developing needs of all children very well. The childminder makes sure the play equipment is easily available, and labels some of the boxes, for children to make independent choices. Children learn about the wider world and to respect people's differences as they play with toys and look at books that promote positive images of all people in society.

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

The childminder has a clear understanding of her duty to safeguard children and to meet the safeguarding and welfare requirements. She has attended child-protection training and knows the procedure to follow should she have a concern about a child in her care. The childminder carries out comprehensive risk assessments regularly to ensure that children are safe in the home and on outings. All aspects of the childminder's provision are well organised so that children are safe; including when she increases her numbers to provide continuity in children's care. She maintains all the required documentation and follows safe procedures, which helps to promote the safe and smooth running of her service. The childminder develops highly positive partnerships with parents who report they are very happy with the care their children receive. They say the outings and activities the childminder provides are extremely stimulating and that their children are 'much more confident and sociable now'. The childminder provides parents with a wide range of information. For example, they receive policies and procedures, and information about the Early Years Foundation Stage. This helps to make sure parents are clear about her service. Through discussion, the childminder shows she is clear about the importance of working with other professionals to support children with special educational needs and/or disabilities. The childminder seeks the opinions of parents to help her evaluate her practice. The childminder continues to increase her professional development through training. She uses what she has learnt to help her improve her provision, which improves outcomes for children. For example, a recent Raising Early Achievement in Literacy workshop has led to her inviting parents to book sharing events in her home. The childminder demonstrates an excellent understanding of the learning and development requirements. She monitors children's development to help her make sure the educational programme is highly effective.

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	113015
Local authority	Hampshire
Inspection number	937967
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	25/02/2009
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

