

<b>Inspection date</b>	01/09/2014
Previous inspection date	05/10/2009

<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
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 are confident and motivated to learn as they develop close bonds with the childminder who enjoys getting involved in their play.
- The childminder provides a wide variety of play and learning experiences that meet the individual learning needs of all children and that help them to make good progress.
- The childminder is enthusiastic and motivated to increase her skills; she continuously reflects on her practice to help her and her co-childminder identify ways of improving outcomes for children.
- Strong partnerships with parents and others involved in children's care and learning help the childminder to meet each child's needs well.

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

- On occasions, the childminder does not support children's understanding of words and grammar highly effectively.

## 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, and information provided to parents.
- The inspector took into account the views of parents as expressed in written accounts left for the inspector.

## Inspector

Jacqueline Munden

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her adult daughter in Horndean, Hampshire. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The ground floor of the home is mainly used for childminding with toilet facilities available on the first floor. There is an enclosed garden available for outdoor play. The childminder sometimes works with another childminder. At present there are six children on roll, five of whom are in the early years age group. The home and garden are accessed via steps.

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

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

- strengthen ways in which context is explained and pronunciation is corrected to make sure children always learn to use words accurately.

### Inspection judgements

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

Children make good progress and develop their future skills through a variety of good quality planned learning experiences both within and outside the home. The childminder has a secure understanding of the areas of learning covered during play activities. She uses children's interests to plan activities that help to move them forward. For example, she provides modelling dough in three different colours, each with a different scent added to it to enhance children's interest in sensory play. The childminder places a strong focus on helping children to develop language and communication skills. She skilfully uses frequent and purposeful interaction to engage children and to help them learn new words. They describe the smells of the dough saying one reminds them of toothpaste. The childminder tells them it is called mint. She prompts children to think about what they already know to help them recognise the lemon scented dough. She asks what is yellow and grows in trees.

The childminder gives a commentary to young children describing their actions which increase their understanding of what they are doing. For example, she says, 'push hard' as children squash dough into the tube. Children excitedly repeat, 'push, push'. She teaches children new words such as stethoscope that helps to increase their vocabulary. When children mispronounce words or use them in the wrong context, the childminder says the correct word. On occasions, she does not always demonstrate how to use the word in the correct context. For example, when a child incorrectly said 'I brung this', the childminder said 'brought' without putting the word into the whole sentence. As a result, she sometimes does not always help children to understand grammar in the correct context as

they speak. The childminder promotes children's mathematical skills very effectively. She teaches children about shapes as they use star cutters. Children show they are learning about sizes as children say they have made a smaller star. They sing songs such as five current buns which help them to count and subtract. Children develop very good coordination and handle tools skilfully to shape and handle the dough.

Children show they are very interested and motivated to take part and learn. They have high levels of concentration and share ideas. The childminder provides an interesting play environment which children happily explore. They confidently select their favourite books and bring them to the childminder to read. Children learn about the wider world as they play with small world figures and look at books that promote positive images of all people in society. Children benefit from many outings which provide new experiences such as a bus ride. Children show they are confident and initiate their own play as they re-enact their experiences in their imaginary play by lining up chairs as seats on the bus. They play together, talking about where they are going and who is going to sit where, demonstrating good negotiation skills.

The childminder and parents work closely together to support children's learning needs. 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 of their play. She makes precise assessments of children's levels of development and makes effective plans to help progress children's learning. The childminder fully understands the requirement regarding the progress check on children's development when they are aged two years which feeds into her ongoing assessments. Parents are free to view and contribute to their children's records at any time. The childminder also shares information verbally about children's progress. The childminder includes parents fully in their child's learning at home as they share what children are interested in and talk about how to promote this.

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

The childminder effectively supports children's emotional well-being. She begins the process of getting to know each child by visiting them at home. Parents report this 'reassured' their children. As a result, children feel safe and secure. The childminder obtains information from parents about children's daily routines and health needs. Children develop strong bonds with the childminder as they chatter at snack time and while she attends to their personal needs. They happily reach for a cuddle when they need reassurance.

The childminder is a good role model, demonstrating polite and caring attitudes. This results in children learning good manners and respect for each other in age-appropriate ways. For example, she shows a photograph of siblings cuddling to encourage them to be kind and patient with each other. The childminder praises them for saying 'Thank you', which reinforces their good behaviour. Children are learning to keep safe as they practise the fire drill and learn to cross the road safely when they are out walking.

The childminder protects children's health effectively. She works with parents to make sure she meets children's dietary needs. The childminder teaches children about keeping healthy effectively. She talks to them about the importance of washing their hands before eating and covering their mouths when they cough so as they do not spread germs. Children benefit from daily opportunities to play in the fresh air and develop their physical skills.

There is a wide range of resources easily available to allow children to make choices. Labelled boxes help children know exactly where to find their favourites and where to pack toys away again. Children use electronic toys that help them to learn about information and communication technology. The childminder helps children to prepare for the next stages in their learning well. They develop high levels of independence and self-care skills. They learn to cooperate with others and are motivated to learn. The childminder has developed effective links with other settings that children attend, such as nurseries. They share their planned next steps for the children which ensure continuity in their learning.

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

The childminder is very clear about her duty to safeguard children and to meet the safeguarding and welfare requirements. She and her co-childminder work together effectively to make sure they each understand the how to keep children safe and meet regulations. The childminder attends training in child protection and is clear about the procedure to follow should she have a concern regarding a child in her care. She uses effective systems to regularly evaluate her practice and seeks the views of parents and children to help her drive improvement.

Since the last inspection, the childminder has actively increased her knowledge and skills through ongoing training. She implements what she learns to increase outcomes for children. For example, she has greatly developed her garden to provide many opportunities for children to play and learn outdoors. After attending a mathematical workshop, she made resources to promote children's counting skills. The childminder and her co-childminder carry 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 children can play safely and she makes sure children are always closely supervised. The childminders maintain all the required documentation and follows safe procedures, which helps to promote the safe and smooth running of their service. The childminder and her co-childminder recognise their strengths and take responsibility for different aspects of their provision.

The childminder demonstrates a very good understanding of the learning and development requirements. She monitors children's development to help her and her co-childminder make sure the educational programmes are effective. The childminder develops very positive partnerships with parents. There is a good daily exchange of information with them, which means she can cater for each child's needs. Parents report

they are 'Impressed with my child's development, the new words they use and the skills they have learnt'. The childminder provides parents with a wide range of information including the policies and procedures that underpin her good practice. This helps to make sure parents are clear about her service. She provides parents with good information about the Early Years Foundation Stage and how she helps their children to learn. Through discussion the childminder shows she is clear how to support children with special educational needs and/or disabilities to meet their needs and promote their inclusion.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY282806
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	843628
<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>	05/10/2009
<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.

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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