

<b>Inspection date</b>	22/09/2014
Previous inspection date	28/01/2009

<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**

- The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. As a result, she plans interesting and exciting activities, which challenge the children. This means that children make good progress.
- Children enjoy positive relationships with the childminder as she responds to their needs, and supports their children's emotional development well.
- The childminder has secure knowledge of the effective safeguarding procedures. She is aware of the referral process should she have any concerns about a child's welfare. Risk assessment and good levels of supervision promote children's safety.
- The childminder monitors and evaluates her practice and provision. All recommendations from the previous inspection have been addressed and she attends regular training. This demonstrates the childminder's commitment to making positive change.

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

- There are fewer opportunities for children link what they are learning in their play to written numbers and letters.

## 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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and sampled policies and other records.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users of her provision.

## Inspector

Melissa Cox

## Full report

### Information about the setting

The childminder was registered in 2008. She lives with her husband and two young children in a house in the Popley area of Basingstoke, Hampshire. Children have access to the ground floor of the property for their play, and bedrooms on the first floor for rest. A garden is available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group, who attend on a part-time basis. The childminder has completed the Level 3 Diploma in Home-based Childcare.

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

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

- promote opportunities for children to link the concepts they are learning in their play to written numbers and letters, for example, by increasing the labelling both indoors and outdoors.

## Inspection judgements

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

The childminder knows the children very well. She interacts with the children as they play and intervenes sensitively to extend their learning. The childminder maintains accurate assessments of children's learning. She tracks all children's progress on a regular basis and as a result, any gaps in learning are identified early and linked well to her planning. She used the information gained from observations effectively to plan for the next steps in children's learning to meet their unique needs. The childminder ensures that she provides activities and opportunities for these next steps and follows up with further observations. Consequently, children are working comfortably within the typical range of development expected for their age. The childminder has an effective system in place for carrying out the progress check for children aged between two and three years. She shares and agrees the written summary with parents.

The quality of teaching and learning is good. The childminder supports children's developmental needs and further reinforces their developing skills through effective teaching and the provision of targeted activities. The childminder provides a running commentary for younger children, poses questions and models language to support communication skills. Children are active learners and enjoy participating in the activities, which are on offer. Young children touch and feel different textures through a wide range of colourful, stimulating resources, such as ribbons and shakers. They develop their early exploratory skills as they explore hidden items in a large colourful treasure box. They pull out items which the childminder has carefully placed in the box to ignite their interest

further. She supports young children's problem solving skills and understanding of mathematics by asking children to match the resources they pull from the box, such as conkers and sea shells. She supports them to match these to similar items in small buckets outside, which encourage children to recall their play outdoors and to build on prior learning. This also supports children in counting and identifying similarities and differences. Children freely access resources and initiate their own play. For example, young children enjoy selecting and reading books with the childminder and laugh and point as they look at the pictures together. The childminder follows children's natural interests and incorporates them into activities, which makes learning fun. However, there is room to build on children's practical play with numbers by providing labelling that supports their understanding of written numbers and words.

There are purposeful partnerships in place with parents. The childminder builds and maintains partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. Parents share information about their children which ensure secure attachments are and also support children's well-being and learning needs. The childminder uses effective methods of communication to keep parents well informed about their children's progress. For example, she uses a daily communication book, sends emails and has daily verbal contact. She invites parents are invited to be part of the assessment process through contributing to their children's baseline assessment and discussing skills that children are exhibiting at home. Parents are involved in home learning as the childminder keeps parents fully informed of future planned topics and activities. Consequently, children gain the necessary skills to support their future learning.

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

The childminder ensures every child is welcomed and given equally good levels of support in a nurturing, family environment. She has established strong and secure relationships with parents to support children's care, learning and development. Children are observed to be happy and content in her care. She provides a warm, homely environment, which helps children to feel relaxed and emotionally secure. Parents complete an 'All about me' form for their child on entry. This provides the childminder with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. She uses this information well to support children's needs. The childminder is very caring and nurtures children's needs well. For example, she recognises when a young child is tired and cuddles her on her lap while they read a book. She uses clear positive language to praise and encourage them and helps them to form a strong sense of belonging and identity. The childminder regularly visits local toddler groups with the children. As a result, children develop their social skills as they meet different people and experience different environments.

The childminder makes sure the environment reflects the children's current interests by rotating resources regularly. She labels all resources clearly so children can make active choices and develop their independence. The childminder adopts positive behaviour management techniques and provides children with clear guidance and positive

reinforcement on what is acceptable behaviour. The childminder teaches children to manage their own behaviour as she explains to them the importance of sharing and taking turns. As a result, children demonstrate a secure understanding of the expectations of their behaviour appropriate to their age and good self-control.

Children are actively encouraged to develop healthy lifestyles and enjoy outdoor play and exercise on a regular basis. They have easy access to the childminder's rear garden and also visit the local parks. They develop good physical skills as they freely run, climb and use individual resources outside that challenge their agility. For example, the children enjoy riding in the toys car. The childminder ensures she follows good hygiene procedures and encourages children to do the same, such as washing their hands before meal and snack times. She reminds them to drink frequently to keep hydrated and provides healthy meals and snacks, teaching the children about foods that are good for them. She works with parents in order to discuss any individual dietary requirements. Children develop independence appropriately as the childminder fosters this during self-care routines. For example, she encourages them to put on their own coats and shoes. This prepares them well for their next steps in development as they become increasingly skilled, independent and confident.

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

The childminder demonstrates a good knowledge and understanding of her responsibilities to meet the safeguarding and welfare requirement of the Early Years Foundation Stage. The childminder's knowledge of child protection and safeguarding issues is secure. She has up-to-date information from the local authority and clear procedures in place to follow if she has concerns about a child. She has attended recent safeguarding training and has developed a written policy outlining her procedures. The childminder supervises children well, this means that children are well protected in her care. The childminder and all adults living in the household have had appropriate suitability checks undertaken. There are effective procedures in place to identify and minimise risks for children. The childminder has written risk assessments in place, which cover all areas of the provision, and undertakes daily safety checks. For example, she ensures that safety gates are in place, cleaning equipment is safely stored away and door keys are out of children's reach. The childminder keeps thorough records of attendance, accidents and administration of medication. These procedures help to further protect children and promote their welfare.

The childminder has a secure understanding of her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. The childminder effectively tracks children's progress towards the seven areas of learning, and she carries out regular observations and assessments to identify any gaps in their learning and development. As a result, the childminder is able to match activities to children's individual needs and interests to ensure they make good progress. The childminder attends regular training events and has put into place a number of positive improvements to her provision to support children's learning. Consequently, children are interested in learning and remain motivated as the childminder plans activities to support their natural interests.

Consequently, children make good progress in their learning because of the effective teaching and continuity of care and learning they receive.

The childminder undertakes regular self-evaluation of her practice in order to identify areas for development and continually drive improvement. She makes good use of self-evaluation to help her identify her strengths and areas to improve. She effectively involves others in her improvement plans, for example, through her knowledge of children's attitudes towards activities and parental input. She also welcomes the support and guidance of the local authority coordinator and networks with other childminders at a local children's centre to share good practice and access training. All the recommendations from the last inspection have been addressed. For example, she conducts regular fire drills, has improved her understanding of how to support children's learning by attending a number of courses and has completed detailed daily checks and risk assessments. As a result, the childminder demonstrates a good capacity for continual improvement.

The childminder has good partnerships in place. She is well informed about children's needs as there is a strong commitment to working in partnership with parents. The childminder values parental input into her setting and regularly asks for parents' views. As a result, children's needs are well met.

### **The Childcare Register**

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

## 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>	EY374240
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	913375
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/01/2009
<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.

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