

Inspection date

25/09/2014

Previous inspection date

15/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 made ample positive improvements in many areas and the precise level of documentation available shows her strong knowledge of the current requirements of the Early Years Foundation Stage.
- The childminder provides a wide variety of diverse activities and learning opportunities to encourage and stimulate children's progress across all areas of learning.
- The childminder has developed comprehensive systems to show how she observes individual children's development and how she uses her knowledge to plan effectively to narrow any gaps in their achievement.
- The childminder has well-established and creatively maintained links with parents, families and other providers and these methods successfully contribute to meeting and encouraging children's ongoing development.

It is not yet outstanding because

- At times younger children's behaviour shows they do not always understand how to share and take turns and this has an impact on helping children to form secure emotional attachments with each other.

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 viewed all areas of the home used by children.
- The inspector observed activities and spoke with the childminder and children present.
- The inspector viewed a range of documentation.

Inspector

Christine Clint

Full report

Information about the setting

The childminder registered in 2004. She has moved to a newly-built house in Clanfield near Waterlooville in Hampshire. The childminder lives with her husband and two teenage children. Children have a dedicated playroom on the ground floor and they use the kitchen/dining room and the sitting room. There is a ground floor toilet and an enclosed rear garden. Younger children sleep in a travel cot on the first floor during the day. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder currently has 15 children on roll of which six children are in the early years age group and attend on a part-time basis., Several children are over the age of eight years and some attend in the school holidays only. The childminder receives funding for the provision of free early years education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve opportunities for younger children to express their feelings, to help children form secure emotional attachments with each other and increase their social development.

Inspection judgements

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

The childminder provides ample variety in the range of activities she organises in advance for children. She often plans these by including themes or ideas to encourage or develop individual learning needs. For example, she is currently following the theme of 'using tools for a purpose' and she used this idea to organise a spontaneous play-dough activity with a wide variety of tools. The childminder effectively included all the children by asking them to count who was present and how many pieces of play dough they would need. These open-ended questions involved and enabled children to participate. They learned how to cut the dough with plastic knives. Older children responded well and they counted in sequence and used number symbols to show how they recognise and name numbers. Children showed strong skills of communication as they talked about the consistency of the play dough and they recognised how sticky this was to manage. They used words and expressions to describe how sticky their hands felt, and the childminder provided flour to enable children to use rolling pins. This activity held children's interest well and the childminder engaged children in conversation while they practised with different tools and utensils. Children showed they have developed individual names for a variety of play-dough tools and they showed competent skills using these. In this way, the childminder very consistently develops children's understanding and she increases their ability to

communicate. This positive interaction holds children's attention well and fully encourages their continual engagement.

The childminder gains thorough information from parents to enable her to understand children's development from the start. She builds her knowledge of children and their families through including open days as they settle for a new term. She encourages children to display their family photographs and they show delight in re-visiting these during the morning. The childminder provides very clear and well-described observations and assessments for all individual children attending. She also completes written summary assessments for the required progress check for two-year-old children and she shares these with parents. There are regular systems for reviewing all children's progress and parents take the learning records home frequently. They add notes to show how they encourage children's learning at home. These assessment systems thoroughly show that children are making strong progress across the early areas of learning and the childminder and parents work together to reduce any gaps in individual development.

The childminder encourages children to make progress in their self-care, by managing their clothes and shoes and by becoming independent in their personal care. Children become familiar with others through visiting local school regularly at collection time and meeting older children regularly who attend school. The childminder uses books and stories to develop children's understanding. She provides parents with a progress report when children are moving on to school and this enables parents to share information about their child's learning with visiting teaching staff. In this way, the childminder encourages children's future learning.

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

The childminder shows thorough dedication to the well-being of children in her care. She has established very positive relationships with children and their families. The childminder encourages all children to learn appropriate routines to meet their age and stage of development. Consequently, she strongly supports children's personal, social and emotional development. However, at times younger children do not always understand about sharing and taking turns, and they cannot fully express how they are feeling. This sometimes affects younger children's ability to form secure emotional attachments with each other and increase their relationships. Older children show positive levels of confidence and capability, and they respond well to helping with tasks and this enables them to act as role models. The childminder praises children effectively to increase their self-esteem and this results in all children feeling valued.

Children learn about following boundaries and the childminder explains these well to support safety and manage risks. For example, the childminder supervises younger children's climbing when they use the slide in the garden. She encourages younger children to learn to walk indoors to prevent tripping. Children also practise fire drills with the childminder to increase their understanding of keeping safe and to enable them to learn the importance of responding swiftly and having safe routines.

The childminder has competently organised a wide range of resources in the dedicated playroom. She enables children to use all areas and organise their play equipment to suit their needs. She has a dedicated digging patch in the garden where children learn to plant seeds and learn about wildlife and insects. The childminder encourages children to make independent choices and she has created many visual signs and systems to encourage children's responses. These include displayed signs as reminders for washing hands in the downstairs toilet, to encourage children to learn about hygiene. Children have healthy snacks of fruit and they drink ample water. They eagerly eat healthy food for lunch, and follow the daily routines for fresh air and exercise in the garden. Children often use wider spaces and visit woods and parks. They learn about the wider world through exploring and increasing their physical capabilities. In this way, the childminder encourages children's physical strength and broadens their opportunities to learn about a healthy lifestyle.

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

The childminder fully understands her role in promoting and encouraging children's learning through play. She has clearly increased her knowledge of child development and her ability to observe and assess children's progress. This enables her to plan effectively for children's ongoing learning and to share information with parents and other carers very regularly. These competent systems of liaison and information sharing positively increase children's sense of belonging and successfully close gaps in children's learning levels. The childminder has continually evaluated her practice by recording her strengths and planning to add improvements. She has attended training regularly and consequently, maintained up-to-date information to inform her practice.

The childminder has developed a full range of clear documentation to support her childcare provision and this responsibly meets all areas of the requirements for the Early Years Foundation Stage. She has competently developed a range of written policies and procedures and she ensures that parents read these in advance to enable them to understand the registration requirements. This organised provision clearly demonstrates the childminder's strong understanding of safeguarding children. She has updated her child protection training since the last inspection and used this to review her written policies and procedures. The childminder fully recognises her responsibility to refer any concerns about the children in her care. She is also clearly aware of her duty to inform Ofsted of any significant events or changes to protect children and maintain her registration.

The childminder maintains clear daily records to support safe routines. She records all visitors to the home and supervises continually to safeguard children. She has developed detailed records of risk assessment for each area of the home. The childminder is highly organised and shows clearly how she plans routines in advance to include boundaries that children can learn to prevent hazards. In this way, the childminder thoroughly promotes children's safety and welfare at all times.

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	EY270906
Local authority	Hampshire
Inspection number	843551
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	15/06/2009
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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