

<b>Inspection date</b>	25/09/2014
Previous inspection date	04/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 have formed good relationships with their friends and the childminder. This helps them to successfully engage in learning through play.
- The childminder provides a safe environment. This enables children to feel protected, happy and settled as they can explore and investigate in the homely environment.
- The childminder has a good understanding of how children learn and develop. She completes regular observations and assessments, and uses these well to identify their next steps in learning to help promote their learning and development well.
- The childminder has positive relationships and good communication with parents, which contributes to children's well-being.

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

- The childminder does not provide consistent opportunities for parents/carers to contribute to their child's learning journeys, to promote a fully cohesive approach to their learning.
- Children have fewer opportunities to see written text in their learning environment, which reduces their understanding of print carrying meaning.

## 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 children's play and the childminder's interaction, in the two main indoor play areas and the garden.
- The inspector spoke with the childminder at appropriate times throughout observations.
- The inspector examined documentation including children's records, learning journeys, policies and procedures.
- The inspector took account of parental views through references and letters for the inspector.
- The inspector gave feedback at the end of the inspection.

## Inspector

Tracy Bartholomew

## Full report

### Information about the setting

The childminder registered in 2002. She lives with her husband and three children in the Cranbourne part of Basingstoke, Hampshire. The ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She has eight children on roll, of whom three are in the early years age range, all children attend on a part time basis. The family have a dog.

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

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

- increase opportunities for all children to see written text in both the indoor and outdoor learning environments
- enhance opportunities for parents to be involved in their children's learning by contributing to their child's development records.

## Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. This enables her to plan and provide a good range of purposeful activities and topics, to engage and support the children's developmental needs. Children are happy and confident in the care of the childminder. They benefit from the good amount of time she spends with them playing, and clearly they enjoy her interactions.

The childminder has a good understanding of the educational guidance publications and uses these to support her with completing observations, assessments and progress checks for children. She has good systems in place to help her record, assess and identify children's next steps in learning. However, currently parents are less involved in the process for identifying children's next steps in and do not always incorporate their knowledge of children's learning at home in their children's learning journeys. Despite this, the childminder works very well with children's parents and keeps them informed of their child's day through verbal communication and daily dairies.

Children's have a good range of toys and resources to support their interest and creativity. Children enjoy playing in the childminders garden where they explore sand, soil and

shaving foam. This supports their creativity and develops their exploration skills. Children have good access to toys and resources and can freely take activities from the inside to the outside play environments. This encourages them to engage in their learning and supports their imaginative play. For example, children enjoyed taking the dinosaurs outside to continue their play in the dirt. Equipment and toys are available to the children in low-level boxes. However, children are not always fully aware of these. As illustrated and written labels are not consistently used to help them make independent choices and help them learn that words and print carries meaning.

Children are developing good communication skills and have their vocabulary very well supported and promoted by the childminder. Children are engaged in conversations with the childminder, who asks a wide range of questions to support children's sentence structure, speech and understanding. Children have good opportunities to develop their mathematical development, as the childminder plays games with them, which include dice and counting on discs. This supports children's understanding of numerals and numbers, while also helping them to learn to count for a reason.

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

Children have good relationships with the childminder and demonstrate that they are happy within her care. They behave well and show consideration to each other while they play. The childminder teaches the children about sharing, and supports their emotions through game playing. This in turn supports their relationships with others. Social skills are supported as children play with each and other at play parks, toddler gyms and toddlers. This aids their abilities to feel involved while helping them to develop their skills in readiness for their move on to pre-school and/or school.

Children have good amount of space to play and explore, this allows the children to be active or rest as required. Children have a strong understanding of how to maintain their safety. For example, they regularly practise the fire drill and discuss the green cross code when walking in the community. Children are beginning to develop a good awareness of what constitutes a healthy diet, as the childminder provides a range of good quality snacks and discusses the importance of eating different fruits. In addition, children's health is well supported, as the home is very clean and kept well maintained.

Children have opportunities to go outside on a daily basis. For example, they collect their friends from pre-school and the local school. They have regular access to the childminder's garden and enjoy playing at the local parks, which supports their coordination skills as they run and climb to develop their large and small muscle movements. Children are taught to be independent, as the childminder provides opportunities for them to develop their self-help skills. For example, before children enter the home they take off their own shoes and put their belongings on pegs located in the porch. Therefore, children are developing good independence and self-care skills.

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

**provision**

The childminder has a secure understanding of safeguarding and her responsibilities to protect children. Consequently, this means she has a good awareness of the procedures and action to follow if she was concerned about a child's welfare. The childminder completes thorough detailed assessments on her home to identify potential hazards and promptly address these, consequently, she maintains a safe home. These assessments ensure safety equipment is positioned to prevent children accessing areas that could pose a risk to them. For example, safety gates prevent children accessing the stairs unsupervised. The childminder has detailed records in place to support children's welfare. For example, she maintains comprehensive records of children's attendance, accident, incident and medication consents and forms. These all contribute to children being appropriately safeguarded.

The childminder regularly reviews and reflects upon her practice. She undertakes regular training, and attends briefing meetings, to ensure she is fully aware of any changes in legislation. This enables her to accurately review and reflect upon her current practices. She shows a commitment to improvement. For example, she has effectively met the recommendation raised by Ofsted at the previous visit. This demonstrates a good capacity for continuous improvement. Partnerships with parents and others are good. The parents comment on how much their children enjoy attending, the good range of activities and how lovely the childminder is. The childminder understands the need to communicate with other professionals involved in the care and learning of children, to maintain continuity of care.

**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>	EY244409
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	832943
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/09/2009
<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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Piccadilly Gate  
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Manchester  
M1 2WD

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