

Inspection date	03/10/2014
Previous inspection date	07/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 benefit from the able skills of the childminder. She has an accurate understanding of how children learn, effectively engaging and encouraging them so they make good progress in their learning.
- Children form strong relationships with the childminder who is warm and caring. Consequently, children are confident and happy in her care.
- The childminder places a strong emphasis on keeping children safe and healthy. She maintains a comprehensive range of policies, procedures and records that underpin her practice.
- The childminder has formed strong partnerships with parents. She keeps them well informed of their children's progress through daily discussions, and the sharing of development records.

It is not yet outstanding because

- Children's activities and experiences in the outdoor area are not fully developed to develop children's creativity, in particular.

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 spoke with the childminder and observed her interactions with the children at appropriate times throughout the inspection.
- The inspector looked at evidence of suitability and qualifications of the childminder and her self-evaluation and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers from information included in the childminder's own parent information documentation.

Inspector

Julie Dale

Full report

Information about the setting

The childminder was registered in 2003. She lives with her partner and two school-aged children in a residential area of Fareham in Hampshire. All areas of the ground floor are used for childminding and there is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to receive funding for the provision of free early years education for children aged three and four. The childminder is currently minding 8 children aged under eight years on a part and full time basis; of these, six are in the early years age group. The childminder also cares for children aged over eight years. The childminder has an early years qualification at level 3. The childminder offers care each weekday, apart from family holidays.

What the setting needs to do to improve further

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

- enhance children's learning opportunities in the outdoor area by extending the resources and activities to make this a more exciting and creative environment for children.

Inspection judgements

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

Children make good progress in their development because the childminder is attentive and supportive. She has a good knowledge of how children learn and provides a wide range of activities inside and outside the home. Children have an individual learning journal that details their starting points, ongoing progress and next steps. The childminder uses this information well to successfully plan a good range of activities and learning opportunities reflective of individual children. Teaching is good and children enjoy an appropriate balance of adult-led and child-initiated activities. They show their enjoyment as the childminder shares a variety of story books with them and when she sits alongside them, as they play with cars, trains and lorries. She asks useful questions and introduces new vocabulary, without distracting from the task in hand. For example, when children ask for the car, the childminder asks the 'Short, green car?' to extend children's language. She also introduces some positional language, such as 'Next to, in front of and behind' to promote children's mathematical development. In addition, she also responds to young children's attempts to make conversation, supporting them to develop their thinking. Therefore, children make good progress according to their starting points.

Young children show their delight in exploring simple man-made equipment, promoting their awareness of technology. They press and push buttons, turn equipment on and off

and successfully use a range of tools and equipment when pouring and sifting soil and sand outdoors. The outdoor area is mostly used effectively for many activities. For example, children explore nature, enjoy physical play and grow plants and vegetables. However, there are few opportunities to enhance children's learning on a larger scale in all areas of learning outdoors, which help children to be independent and creative in their play. The childminder and children explore a range of festivals together. This helps children begin to be aware of people from different faiths and cultures. Children have easy access to books and look at these independently or with the childminder, and together they sing familiar songs and rhymes. They enthusiastically join in with the actions and key words of their favourite stories and turn the pages of their favourite books. This promotes children's literacy, communication, social and physical skills. Through practical activities, children develop an awareness of number, shape and colour. For example, they count the numbers of cars they are putting onto their road mat and choose lorries and trains using colours to identify them. The childminder introduces words, such as 'fast and slow' when rolling different sizes of balls down the slide, and as children peddle round the garden on cars and bikes. Children are developing their physical skills well as they regularly go for walks in the community and visit the local park and the seaside near the childminder's home. Children's physical movements are developing well. For example, they feed themselves with ease and skilfully use a range of craft materials to draw, colour, practise writing and make models. This helps children to develop the key skills needed for their future learning in readiness for school.

The arrangements for updating parents about their children's progress and involving them in their learning are successful. This results in children making good progress in their learning, due to a shared and consistent approach. Parents are regularly invited to share information, discuss development summaries and contribute to children's individual learning journals. The childminder is minding children who are aged two years and is fully aware of the requirement to complete the progress check between the ages of two and three years. She has all the written information in place and has worked with parents and carers to complete the necessary reports in the required time frame.

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

Children are cared for in a homely and welcoming environment. The calm atmosphere supports children's learning and they have close and positive relationships with the childminder. Children are familiar with the routines and are confident and emotionally secure in the environment. The childminder works closely with parents and takes care to ensure that she finds out all of the relevant information about children's individual routines and care needs. She spends time getting to know the children and settling-in sessions are agreed and reflective of individual children. This supports strong bonds and eases the move from their home to hers. Children are active or restful through choice and young children play or rest in line with their individual needs and how they feel most comfortable.

Children behave well and the childminder has realistic expectations of them. She consistently acknowledges children's positive behaviour and considers her responses, so

that they are reflective of individual needs and levels of understanding. She ensures that she is a positive role model and is calm and sensitive in her approach. The childminder provides further opportunities to promote children's personal, social and emotional development through everyday routines and activities. For example, she attends community groups with the children on a regular basis, providing opportunities for them to meet and play alongside their peers, in different surroundings.

Children are actively encouraged to develop healthy lifestyles and enjoy outdoor play on a regular basis. They have easy access to the childminder's rear garden and also visit the local parks and recreational areas. This contributes to their physical development and learning about healthy lifestyles. In addition, young children are supported in learning how to take managed risks and keep themselves safe. For example, with support from the childminder, they are able to climb up and down play equipment and consider road safety when out walking. The childminder ensures she follows good hygiene procedures and encourages children to do the same. Young children show a developing awareness of their own self-care when they recognise when they are hungry and thirsty, helping themselves to drinks and vocalising their needs to the childminder. The childminder works with parents in order to agree arrangements for providing meals and snacks and to discuss any individual dietary requirements. Young children are independent when eating and drinking which means that their self-help skills are appropriately promoted and they begin to gain the skills to support their next stage in learning.

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

Children stay safe as the childminder has a good understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended first-aid and safeguarding training and she has a secure understanding of child protection issues. She is confident in what to do should she have concerns about a child in her care and how to deal with accidents. These measures help to protect children. All the necessary checks have been completed to confirm that all adults in the home are suitable to be in regular contact with the children. In addition, clear procedures for managing and checking visitors are in place. The childminder closely supervises the children. Children's safety in the home, garden and on outings is effectively promoted as the childminder carries out daily visual checks and maintains risk assessments to minimise potential risks. Documentation and records are well organised and reviewed regularly. This includes systems for recording information about children's specific needs. Careful consideration is taken by the childminder to ensure the resources are well suited to the learning needs of the children who attend the setting.

The childminder demonstrates a strong commitment to her role and to provide a good service to children and their parents. Since her last inspection the childminder has put thorough procedures in place to make sure children in her care are safe at all times. She has worked with parents and the local school to make sure the daily routines she has in place are understood by all the children and that all activities are assessed to keep risks to a minimum. She monitors children's progress to ensure activities provide them with good

levels of challenge and enjoyment. She has completed mandatory and additional training that has given her a good understanding of her responsibilities to meet the care and learning needs of children. She shows a strong commitment to ongoing improvement. For example, self-evaluation is used effectively and is reviewed and updated to reflect changes that have been made. It is also used to highlight further ideas for development, for example, changing the outdoor space to provide specific spaces for the younger children. All parents and children are actively encouraged to contribute their thoughts and comments, which the childminder ensures she values and acts upon.

The childminder has developed positive relationships with parents. She ensures that they are kept informed about their child's care and activities that they have participated in. They are encouraged to share what they know about their child when they first start to attend so that the childminder is able to meet their needs and help them settle quickly. Their views are obtained through discussions. The childminder takes on board any comments and uses them to inform and improve her service. The childminder has worked hard to forge positive relationships with other providers the children attend, sharing weekly planning and activity information with them. This ensures that children receive a shared and consistent approach towards their care and learning and are ready for moving onto pre-school or school.

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
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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	EY265173
Local authority	Hampshire
Inspection number	963178
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	07/10/2013
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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