

<b>Inspection date</b>	03/10/2014
Previous inspection date	10/12/2008

<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**

- The childminder provides a range of enjoyable activities that enable children to make good progress in their learning and development.
- Children develop secure and caring relationships with the childminder. Consequently children feel safe and confident to learn.
- The childminder works closely with parents to share information with them about their child's day and development.
- The childminder fully promotes children's well-being as she has a good understanding of the safeguarding requirements.

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

- The childminder shares books with children but provides little print in the environment to further help them understand that print carries 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 activities and interaction between the childminder and children in the main playroom and garden.
- The inspector looked at a selection of policies, procedures and children's assessment and development records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection
- The inspector took account of the views of parents through their written comments.

## Inspector

Farzana Iqbal

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her three children in Aldershot, Hampshire. The whole of the ground floor of the house is available for childminding and there is a garden for outdoor play. The childminder walks and drives to local settings to drop off and collect children. There are currently seven children on roll including two children in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

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

- enhance the support for children to develop their early reading skills by providing more opportunities for them to see print in their environment.

## Inspection judgements

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

The childminder supports children's learning and development well. She uses her knowledge of children's development to effectively provide activities across all areas of learning. The childminder effectively plans and assesses children's development and learning. She provides interesting activities based on their interests and next steps in learning. Activities are motivating and purposeful. For example, children enjoyed digging through an ice sculpture to discover toys that the childminder has frozen inside. The childminder extended this activity very well to promote children's knowledge, language and imagination. She introduced new concepts of how water changes form when it is frozen. The childminder asked open ended questions, for instance, how children thought they could make the ice might melt faster. Children suggested using water to melt the ice, which shows their rapidly developing critical thinking skills.

There is a good range of resources to sustain children's interest. The childminder participates actively in the children's play and this sustains their interest and engagement. For example, she joined in imaginary play as children pretended to have a birthday tea and cakes. She skilfully used the opportunity to reinforce early counting skills using the candles on the cake. The childminder also adapts popular activities well to extend children's learning. For example, the ice activity led to water play during which she taught about volume and measuring, which enthralled children. The childminder also added bubbles to the water at children's request. Children develop good attention and listening skills as they respond to questions, such as what they think will happen next when retelling stories. The childminder provides books and uses shared reading opportunities to promote children's literacy. However, she does not provide many opportunities for children

to see writing in the environment, such as labelling on toy boxes. This does not help children to understand that print carries meaning in everyday situations.

Clear assessments support the childminder to check children's progress and ensure that educational programmes meet their individual needs. The childminder involves parents in their children's learning and development. She shares learning records and has daily conversations when children arrive and are collected. Parents make positive comments about their children's progress and feel they are settled and happy in the childminder's care. Consequently, children receive good continuity of care.

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

The childminder is a good role model, through her sensitive and caring approach, and children follow her good example. As a result, children behave well. The children show a high level of confidence and self-esteem because the childminder gives them lots of praise and encouragement.

Children develop caring and secure relationships with the childminder as she spends time playing with them, promoting their interests and learning. The childminder has a good understanding about individual children's likes and dislikes and their care routines because she shares information with parents each day. Children develop a good understanding of self-care through effective embedded hygiene practices, such as hand washing. The childminder takes them to the local children's centre to take part in art and craft activities and story times. She also plans wider activities to ensure children learn about their local environment. This helps them to develop and extend their social skills and helps to prepare them for their move to school.

The childminder teaches children how to keep themselves safe. They frequently take part in fire drills so they know how to evacuate the premises quickly and safely in an emergency. Children have daily opportunities to play in the garden to develop their physical skills and benefit from fresh air. For example, children enjoy playing in the garden as they run and jump. The childminder provides ride-on cars to develop their coordination skills.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of child protection and follows reliable practice to create a safe and secure environment for the children. This is underpinned by her safeguarding policy, which she shares with parents. The childminder is aware of her responsibility to report any safeguarding issues and is clear about who to contact if she has any concerns regarding the welfare of the children in her care. She completes written risk assessments on her home, garden and any outings, taking the appropriate action to minimise hazards to children. The childminder also carries out daily

checks to ensure that the house is safe before the children arrive.

The childminder has a good knowledge and understanding of the learning and development requirements. She completes the required progress checks for two-year-old children and shares these with parents. The childminder uses her observations of children's interests and abilities to plan to meet their individual needs. She accurately monitors their progress and the success of her educational programmes to prevent any gaps in children's learning arising.

The childminder regularly reflects on her practice, and includes the views of parents and children to promote improvement. This demonstrates that the childminder has a good capacity to develop her service. The childminder values parents' involvement in their children's learning records and has established good partnerships with them. She gives parents verbal and written feedback about their child's learning, informing them about what they have done on a daily basis.

### **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>	EY299924
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	834009
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/12/2008
<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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