

<b>Inspection date</b>	06/10/2014
Previous inspection date	14/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder establishes positive and trusting relationships with children, which successfully builds their self-confidence and independence.
- The childminder knows children well and adapts her approach according to how they learn best, which helps them make good progress and reach expected levels of development.
- The childminder successfully develops children's ability to behave cooperatively by helping them learn to share the resources.
- Children are happy and settled because the childminder works closely with parents to meet their individual needs.

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

- The childminder does not always make accessible to children a range of media resources for them to explore independently and create their own designs.
- The childminder does not always make a range of mark making resources available to children to enable them to practise and extend their emerging writing skills.

## 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 indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and the self-evaluation process.
- The inspector took account of parents' comments within documentation.

## Inspector

Catherine Greenwood

## Full report

### Information about the setting

The childminder was registered in 1999. She lives with her husband and two children in Aldershot, Hampshire. The whole of the ground floor of the childminder's house is used for childminding, with toilet and sleep facilities provided within this area. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, three of whom are in the early years age range. The childminder walks to local schools to take and collect children and attends the local parent and toddler group and the local library. The family has a pet cat.

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

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

- increase the range of accessible media for children to independently explore and create their own designs
- make a range of materials accessible for children to make marks to practise and extend their emerging writing skills.

### Inspection judgements

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

Children are provided with a good balance of free choice play and planned activities that meet their individual needs and help them progress well in their learning. They enjoy cooking, feeding the ducks and outings to a local gym where, with the childminders support, they learn to balance on low level beams, and jump on small trampolines and a bouncy castle. Children are very keen to take part in activities led by the childminder, such as leaf rubbing and foot painting. The childminder responds positively to children's requests for her to join in activities. Consequently, children are motivated in their play and extend their vocabulary. For example, as they copy and use words, such as 'ticklish' whilst painting the childminders feet and talking about what she needs to do. Children show great enjoyment as they use creative resources. The childminder encourages children to continue painting when adult-led activities have finished. However, she sometimes over controls creative activities, due to worries about the mess, which restricts children's exploration of creative resources for themselves. She does not make a wide range of media resources accessible at other times for children to independently make their own designs. This restricts children's creative development. The childminder helps children learn about the world during the wide range of outings they enjoy. She uses her dancing expertise to promote children's ability to express themselves and regularly puts on music

which they dance to. Consequently, children enjoy dressing up and using musical instruments to put on shows for their parents. These experiences effectively boost their self-esteem and confidence.

The childminder observes and assessing children's progress. She fully involves parents so that she can work closely with them to successfully move children on in their learning and development. Consequently, children generally develop the skills they need for their future learning and starting school. She provides parents with a copy of children's progress summaries when they are aged between two and three years. The childminder successfully promotes children's interest in books by reading them lots of stories. She develops their ability to recognise their name by displaying them on cards on a wall chart. Children enjoy making marks, but do not always have enough resources available to promote their emerging writing skills, which restricts this area of their learning and development. The childminder successfully extends children's vocabulary, and teaches them to use new words, as she joins in their play. Consequently, children show confidence as they express themselves and share their ideas. The childminder develops their ability to listen, be attentive and respond by using their interests to develop their communication skills. For example, when they play with their favourite resources, such as the trucks. Children use a wide range of language as they play imaginatively and confidently engage in conversation. For example, they talk about taking the cars to the car wash, filling them with petrol and driving them to the swimming pool. The childminder extends children's ability to persist with activities by introducing additional resources, such as play figures. Children show confidence, motivation and determination during their play, because the childminder offers lots of support and fully embraces their ideas.

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

Children form close relationships with the childminder and enjoy her involvement in their play because she is sensitive and responsive to their individual feelings and needs. Consequently, children develop confidence and independence and thoroughly enjoy being in the childminders home. The childminder successfully gains children's cooperation by giving them choices and time to decide what they want to do. For example, in relation to routine events, such as snack time. She supports and values the decisions they make, while successfully and patiently developing their ability to behave well and share resources. She works closely with parents and adopts a similar approach to help children overcome any age-related frustrations. As a result, children form close attachments with others and are well behaved as they play together. Children's good health is well promoted through regular opportunities for them to play in the childminders garden and the local park. They learn to wash their hands independently before eating, which develops their self-care skills. Children enjoy healthy items in packed lunches provided by parents. This, along with discussions from the childminder, increases their awareness of healthy lifestyles.

Children are motivated in their play because the childminder provides them with a good range of indoor and outdoor resources that promote most areas of their learning and development well. She teaches children about road safety during outings to toddler

groups, the park, soft play facilities and pre-school. She helps children safely negotiate the steps to her garden by making sure they hold onto the side rail. The childminder includes children in all activities and values their individuality. She plans activities related to different cultural festivals and these develop children's knowledge of differences in society. For example, children buy and eat traditional food with chopsticks and make lanterns to celebrate Chinese New Year. The childminder successfully meets children's individual emotional needs and this helps them move smoothly between the childminders care and pre-schools they attend.

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

The childminder promotes a culture of safety, due to her effective use of risk assessments and good supervision of children at all times. For example, she gives children independence so they develop self-care skills, while providing support for younger children. The premises are safe and secure, and suitable for childminding purposes. The childminder locks the front door when children are present so they cannot leave the premises unsupervised. She has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board and understands her responsibility to protect children's welfare. The childminder complies with health and safety, and fire safety procedures. She has completed a paediatric first-aid course which gives her the skills and knowledge to be able to treat children in the event of an emergency. The childminder works closely with parents to meet children's individual needs. She informs parents about the range and type of activities and experiences their children are involved in, and seeks their consent for children to take part in outings.

The childminder adapts activities and provides children with extra support, and guidance, when needed so they can achieve their aims. For example, when playing with their favourite wheeled toys. Consequently, children's abilities are stretched and they are provided with good challenge. The childminder has not attended any additional training for some time. However, since the last inspection and subsequent monitoring visit, she has made good progress in improving her knowledge and understanding of the Early Years Foundation Stage requirements through reading related information. She has also acted on local authority advice. Consequently, the overall quality of the provision has improved and all requirements are now met. Since the last inspection, the childminder has improved her ability to reflect on the quality of the provision and drive improvement. She has completed a self-evaluation form which has helped her to identify how her practice improves outcomes for children. The childminder plans to share her learning journeys with pre-schools that children attend, this further promote continuity in children's learning and development.

All actions made at the last inspection have been met and the childminder has used learning and development guidance to improve her assessment and monitoring of children's progress. She has started to highlight children's individual achievements, which has enabled her to identify they are reaching expected levels of development. She now uses this information to promote and extend children's learning during their play, and

shares their next steps with parents to provide children with continuity. The childminder now completes progress summaries when children are aged between two to three years and provides parents with a copy so that early intervention can be sought for children if needed. Partnership has been improved. The childminder talks to parents each day about their children's progress and development, both in her setting and at home. She has started to communicate with staff in pre-schools that children attend to promote continuity in their learning and has shared information about children's progress with other professional who may also provide care for them. The childminder has improved her knowledge of safeguarding procedures, including knowledge of the action to be taken in the event of an allegation being made against adults in her household. She has successfully implemented a policy for the use of mobile phones and cameras in her provision. The childminder now keeps an accurate and up-to-date record of children's attendance and records of their details. For example, she obtains prior written parental consent from parents before administering any medication to children, and seeks parents' permission to take children on outings and now uses self-evaluation effectively to meet all the Early Years Foundation Stage requirements, including assessing and promoting children's learning.

### 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>	111538
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	977136
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/04/2014
<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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