

Inspection date

Previous inspection date

13/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 wide range of interesting activities and learning opportunities in the home, on outings in the community and further afield, so children make good progress in the learning and development.
- The childminder places a high emphasis on safety, and provides children with good opportunities to learn how to keep themselves safe through taking controlled risks.
- The childminder and her assistant work well together. Their consistent approach enables them to provide good support to all children, so they meet children's needs well.

It is not yet outstanding because

- The childminder and her assistant do not make the most of opportunities for children to develop and practise their early mathematical 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 the childminder and her assistant working with the children in the designated playroom, and in the kitchen/ diner.
- The inspector took into account parents' views through written questionnaires and the children's daily diaries.
- The inspector viewed required documentation including children's records, and discussed the childminder's policies and procedures.
- The inspector spoke to the childminder and her about their practice.

Inspector

Lorraine Sparey

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and child in the village of Bransgore, near Christchurch in Dorset. All areas of the childminder's home are included available for childminding. There is a dedicated playroom, toilet facilities and bedroom areas where younger children can sleep, on the first floor. On the ground floor children use the lounge and kitchen/diner, which has direct access to the garden. There are also toilet facilities on this level. The family has a pet cat. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll in the early years age group.

What the setting needs to do to improve further

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

- raise teaching to a consistently very high standard by ensuring all adults working with children seize opportunities to incorporate simple mathematics into everyday play when these arise, so children use mathematical ideas which are meaningful to them, such as counting and sorting real objects used in play.

Inspection judgements

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

The childminder plans good quality learning opportunities linked to children's interests. This means children enjoy their activities. These include an interesting range of outings that broaden children's experiences. For example, children visit the science museum in Winchester where they investigate how things work, and go on a train journey to Bournemouth to explore different modes of transport. Activities stimulate discussion. Children communicate well. They are keen to share their knowledge and ideas. When the childminder reads a story with the children, she engages them well. She encourages them to find different objects in the pictures, which extends their vocabulary. For example, a child excitedly finds the castle and says, 'I would like to live in a castle'. The childminder acknowledges children's achievements and successes, which motivates children well. Children confidently engage in both child-initiated and adult-led learning opportunities.

The childminder completes useful observations of children's play. She has good systems to complete assessments of children's progress. She uses her good knowledge of the learning and development requirements to plan the next stages in children's learning effectively. She then plans interesting learning opportunities linked to the children's interests, which helps their progress.

The childminder covers all areas of learning well. Children learn through first-hand

experiences, using their senses. For example, children handle a wide variety of fruit-flavoured teabags smelling them and talking about which flavours they recognise. They go on to explore change by adding water and printing with the wet teabags. The childminder engages the children well and they enjoy the activity. The childminder promotes early mathematics suitably. However, both the childminder and her assistant sometimes miss opportunities to incorporate counting and sorting in practical activities when appropriate, such as by counting the teabags in this activity. This means children miss chances to use, develop and practise their early mathematical skills, so they are not exceptionally well prepared for the next stages in their learning.

The childminder helps children develop their imaginative play well. Several children choose to go on a pretend picnic with their 'babies'. They agree between themselves what type of food they are going to take, showing that they are learning to get on together. Children use their imaginations well as they decide they need to go on an aeroplane to get some additional food. This play arose because of effective support from the adults who helped the children extend their thinking, so children sustained play for a longer.

The childminder plans and introduces different activities to stimulate children's interest. She devises a game where children have laminated photographs of different toys and they go on a hunt around the home to find them. This aids children's communication and language development, and their physical development as they hunt for the various objects. Children show great interest in their learning. The childminder uses good teaching methods to ensure that the quality of teaching is to a high standard. This ensures she prepares children well for the next stage in their learning or the move to school.

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

The childminder's learning environment is welcoming, well maintained and well resourced. The childminder arranges it well to enable children to make choices in their play. She makes good use of enjoyable games to help children learn what resources are available and where these are located. This activity develops children's independence well, so they make many decisions for themselves as to what they want to do. This means children are well motivated to learn. Nevertheless, sometimes the adults do not use the resources as well as possible to enrich children's learning about early mathematics.

The childminder and her assistant know the children well. The childminder gathers good quality information about children's individual needs, preferences and routines, so that she and her assistant meet their needs effectively. They form good relationships with the children. Children are well behaved and show consideration towards each other, owing to the positive models provided by the adults. They help children learn to take turns, for example. They remind children to put toys away then they have finished playing with them to keep the environment safe and free from the dangers of tripping over toys. Such effective support helps the children learn how to keep themselves safe. All this support means the childminder and her assistant help children be well prepared emotionally for the next stage in their learning.

Childminder provides well for children's care needs. She takes into account their dietary needs and personal preferences. She ensures that the food provided is healthy and nutritious through planning well-balanced menus. Adults keep alert to children's care needs, such as by offering babies a drink as soon as they wake from sleep.

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

The childminder implements the learning and development, and safeguarding and welfare requirements effectively. She is fully aware of her role and responsibilities when employing assistants, which include notifying Ofsted and ensuring that the appropriate background checks are completed. The childminder has a good induction system, so assistants are clear on their roles and responsibilities. This process enables an assistant to provide children with good levels of support taking into account their individual needs, and their ages and stages of development. The childminder has good knowledge and understanding of safeguarding issues. She has a clear safeguarding policy and procedures, which her assistant knows. The childminder provides a safe and secure environment where children move around safely.

The childminder has good systems to monitor the educational programmes to enable all children to make good progress given their starting points on entry. The childminder takes responsibility for completing observations and assessments, including the progress report for parents when their children are aged between two and three years.

The childminder has good systems to support children's health, safety and general well-being. She pays good attention to gaining suitable qualifications, which help drive improvement. The childminder is currently undertaking such training, while her assistant holds a suitable qualification. They share their knowledge and good practice, which forms a useful part of the monitoring and evaluation systems. The childminder implements good systems to monitor and evaluate her practice to enable her to make continuous improvement. She has regular discussions with her assistant talking about what they feel went well and areas they could improve. The childminder has completed an audit of her practice, recognising things that she does well, such as making the most of the outdoor environment and the local community. However, she has overlooked that adults miss chances to use early mathematics in children's play, so teaching is not of a consistently very high quality.

The childminder builds strong relationships with parents and provides them with good information about their children's time in her care. Each child has a useful daily diary, which parents are encouraged to use this as a two-way communication method to keep the childminder updated about children's achievements at home. The childminder uses various methods to involve parents in their children's learning and development, such as planning the next learning stages together. The childminder has developed good relationships with other early years settings that the children attend. She shares the next stages that she is working on to ensure a consistent approach between other early years

settings and herself.

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	EY457656
Local authority	Hampshire
Inspection number	931315
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
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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