

Inspection date	20/10/2014
Previous inspection date	07/01/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress because of the effective way the childminder assesses where they are in their development. She places a very strong focus on children's individual learning needs and uses her skills in observation, assessment and planning to make sure all children achieve extremely well.
- Children develop good independence and skills for their future learning because the childminder organises an accessible, safe and stimulating environment. The childminder gives the utmost priority to ensuring potential hazards to children are assessed and minimised.
- The childminder has built good relationships with parents, and has cared for some families over many years. She is an experienced carer who keeps parents well informed about her practice and daily routines, to support children's continuity of care. Highly effective partnerships between the setting and external agencies mean that children's needs are quickly identified and exceptionally well met.
- An astute and well-targeted programme of professional development that always focuses on impact for children, means that all children make excellent progress from their starting points.

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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and sampled policies and other records.
- The inspector discussed the self-evaluation process and how the childminder obtains the views of all the users of her setting.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder was registered in 1993. She lives with her husband and grown up children in Oakley, a village on the outskirts of Basingstoke. The whole ground floor of the house is used for childminding, which includes a playroom. There is a fully enclosed garden for outside play, level access to the premises and toilet facilities on the ground floor. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding four children within the early years age group and a number of school-age children. Days and times of children's attendance vary. The childminder's home is within easy walking distance of local schools, shops, and parks. The setting receives funding for the provision of free early education to children aged two, three, and four. The childminder supports children with special educational needs and/or disabilities. She is a member of the Hampshire Cluster approved childminding network and holds a recognised early years qualification at level 3. She runs a childminding group in the community, for childminders and their minded children as well as for local children and their parents. The family have pet rabbits.

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 building and construction materials for younger children, to extend their understanding of more complex designs and problem solving techniques.

Inspection judgements

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

The childminder is a highly skilled teacher, and the quality of teaching and learning is outstanding. She makes excellent use of her wide-ranging experiences in the childcare field to help young children learn. All children receive high levels of individual support, which prepares them very effectively for the next stage in their learning. Children enthusiastically participate in a wealth of inspiring activities and experiences, which the childminder makes expert use of to significantly enhance their all-round development. As a result, children are well motivated to learn and they blossom in this extremely high-quality setting.

The childminder's quality of teaching is extremely effective. She expertly talks and engages in play with the children, guiding them by asking thought-provoking questions and making inspired suggestions, which encourages the children to extend their thinking and explore imaginatively. She is skilled at stepping back to allow children to experiment and make discoveries for themselves. For example, a child is playing with the wooden

train set. He arranges the tracks in a circle and runs the engines along the track. With skilful intervention from the childminder, he works out that the track is too small for his engines, which is why they keep falling off the track. Without prompting or help, he re-arranges the track design, carefully matching the pieces together. He runs the engines along as a test, and then makes adjustments until the trains run well. He extends the track through the lounge into the kitchen and along to the playroom, showing mature levels of concentration and sustained thinking. This perseverance and determination to succeed can be directly attributed to the role modelling by the childminder who, through sensitive support, encourages and builds on children's interests and existing skills. As a result, children can successfully and independently construct and problem solve at a very early stage. The attention and support the childminder gives them during everything they do is a key motivator for them to succeed. Overall, children are prepared exceptionally well for the next step in their learning.

Children are very active and motivated learners. They make independent choices from the accessible range of high-quality resources in a child-friendly environment. The childminder organises the environment so that the children immerse themselves fully in play. This enhances all aspects of their ongoing learning, which is very child focussed. Reading books is a particularly strong feature of the setting, with children enjoying distinguishing sounds, commenting on their favourite pictures and following the sequences in the story. Consequently, all children demonstrate a love of books and storytelling. This means that all children in the setting enjoy an increasing range of books, which supports their literacy development.

Literacy skills are supported further in an environment that is rich in print, photographs, displays and labels. Children look, feel and touch them as they play and explore, and, as a result, they learn that print and pictures have meaning and value. They sing familiar rhymes as they play and laugh with obvious delight and pleasure with the childminder. They show a high level of interest and copy her actions, then giggle infectiously, developing excellent relationships. The childminder actively listens and joins in activities, motivating children and skilfully encouraging their use of language. Children make significant progress in their language development. The childminder reinforces new key words, such as animal names, and encourages young children to make sounds and repeat simple words. She is skilled at questioning children and continually explains daily routines, to further enhance their language development. Children's records show that they are making excellent progress in their learning and development, especially in communication and language. For example, one child uses vocabulary, and constructs sentences in everyday conversations, in a way that is well ahead of normal development. As a result, children hold animated conversations with the childminder, each other, and visitors to the setting. As a result, children become confident learners who develop a comprehensive wealth of skills, which help to prepare them exceptionally well for their future learning.

The childminder has very high expectations for the children and she gives the utmost priority to supporting children's emerging needs. She meticulously observes children throughout the day, rigorously assessing their skills; this means that she has a heightened understanding of children's abilities and needs. The childminder uses this information extremely efficiently to progress children through the stages in learning. She provides optimal challenge for each child through well-planned learning experiences. The

childminder's planning is done very flexibly. This enables her to follow children's individual interests, such their keen interest in trains, and to respond to emerging needs quickly. Her ongoing, daily reflection means that she makes frequent adaptations to activities, to promote each child's learning. As a result, children make rapid progress. This helps to ensure that children are highly motivated. Therefore, children are extremely keen learners.

The strength of the partnership between parents and the setting ensures that children flourish in their learning. Robust systems to assess children's abilities when they first start, with good levels of parental input, mean that children's development needs are initially well catered for. This includes the completion of the progress check for children between the ages of two and three years. The childminder takes time each day to ensure parents are fully informed about the children's achievements. Likewise, parents actively contribute to their child's learning. They share valuable details of home life through daily written diaries. This is further enhanced through meaningful daily discussions at pick-up and drop-off times. The childminder efficiently uses this information to shape her teaching each day and, consequently, learning is significantly enhanced between the setting and home.

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

Children develop very secure bonds and strong emotional attachments with the childminder. She is kind, caring, and exceedingly attentive to the needs of the children, who show that they feel especially secure in her care. The childminder has a calm and gentle approach. She ensures children are happy, giving them plenty of cuddles and attention to make them feel special and help them form close bonds. She immerses herself in their play and shows much enthusiasm and joy as she laughs along with them.

Prior to starting at the setting the childminder finds out very meaningful information from parents about their child, to ensure all children's needs are known and effectively met. Children are emotionally well supported during the flexible settling-in period because the childminder has thoughtfully considered strategies to help settle and comfort new children. As a result, children are quickly comfortable and at ease in the childminder's home. This helps them develop secure emotional attachments which provide a solid foundation to develop their personal, social and emotional skills.

The learning environment indoors and outside is exceptional and children can play and learn in a wide variety of ways. The childminder effectively promote children's independence and sense of responsibility through an excellent balance of child-initiated and adult-led experiences. She uses the space in her home exceedingly well in order to create a vibrant, spacious and welcoming environment. Children are actively encouraged to freely and safely explore the areas used for childminding with confidence. This means that children are commendably supported to make choices about where and what they play with. In addition, she takes considerable time and care to plan activities and present resources attractively, to promote each child's learning. However, there are fewer resources to support younger children's building and construction skills, as they successfully move on from using the selection of basic building bricks. This would provide more challenge and support more complex problem solving skills. Nevertheless, there is a

wide range of other resources that capture their interest. An array of visual displays and photographs ensure that the home feels very warm and welcoming and children feel a sense of belonging. The childminder provides a wealth of resources to help children gain a positive attitude towards themselves and people from different cultures. Therefore, children are exceptionally respectful towards one another and adults in the setting.

Clear routines and boundaries, that are sensitively yet consistently implemented, mean that children behave extremely well. The childminder offers clear explanations to children in everything they do. She encourages children to talk through and explore feelings, helping them to recognise what makes them happy and sad. Children are involved in decisions: they make choices about what they do. As a result, they are actively engaged and engrossed in their play. The childminder is extremely vigilant and supervises the children well at all times. Because of this, children's behaviour is impeccable and they play confidently and cooperatively.

The childminder promotes children's understanding of health and the importance of leading a healthy lifestyle extremely well. She provides a healthy and nutritious diet and plans an excellent range of activities for children to learn about making healthy choices. For example, she talks about foods that help children grow, and children taste, grow, and bake with a wide variety of foods. This helps children understand about making good health choices in later life. Through the promotion of consistent routines, children's understanding of effective health and hygiene practices is exceptional. This is because they routinely engage in activities that promote their own understanding and self-care skills, such as hand washing, in readiness for school.

Children have excellent opportunities to be active; to enjoy daily fresh air and to enjoy nature, through regular outings, such as walks across the surrounding fields, pooh sticks on the bridge or watching the passing trains. This means children make rapid progress in their physical development and it means they understand the importance of exercise and leading a healthy lifestyle. The childminder involves children in a wide range of activities that help them learn about safety. For example, children learn to cross the roads safely, use equipment safely and take sensible risks in their play. Consequently, children learn how to understand the world in a well-organised, risk-assessed environment. This ethos is consistent throughout the setting, resulting in outstanding progress in personal, social and emotional development for all children.

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

The childminder has an excellent knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. All people who live in the childminder's home have been subject to relevant Disclosure and Barring Service checks. Stringent procedures for visitors are implemented efficiently, to promote the welfare of the children. The childminder prioritises children's safety; she has an excellent awareness of safeguarding issues because she has attended advanced child protection training and keeps her understanding up to date. She is competent in the procedures to follow, and who to

contact, in the event of any concerns about the children she cares for. Extensive risk assessments for all areas of the home, the outdoor area and resources, ensure children's safety remains paramount. This, combined with sensible daily checks, ensures that children's safety remains a priority while in the childminder's care. In addition, highly comprehensive policies and procedures are well embedded in the childminder's practice. Consequently, her working practices significantly support the continued well-being of each child.

The childminder has a considerable knowledge of the learning and development requirements of the Early Years Foundation Stage. She is extremely well motivated to ensure that children make outstanding progress. Highly detailed and especially rigorous tracking, observation, evaluation and monitoring procedures are in place. These are very regularly and frequently shared with parents, who make strongly positive comments and share in the assessment of their child's learning. Furthermore, the childminder's flexible and inspired planning, means that the children are highly motivated to learn and make rapid progress. The childminder is quick to identify any children who are falling behind their peers, or achieving below their expectations, and to seek appropriate interventions to support them. This results in children's needs being met very effectively and relevant support services being involved. This has supported a number of children with special educational needs to make the successful move to school.

Leadership is inspirational. Self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified, and focused improvement plans are in place to secure continuous improvement. Moreover, the childminder critically reflects on every detail of her daily practice. This ensures continuous improvement is in line with the developmental needs of the children. Self-evaluation procedures include input from the parents and children. The childminder is highly motivated in her continuous professional development. She has accessed a number of training courses that have positively benefited the service she provides. In addition, she attends regular network cluster meetings, in order to discuss practice issues or to benefit from informal training events. For example, she has recently attended a music workshop, which not only provided the childminder with some additional resources, but also has reinforced the value of rhythm and song. As a result, the childminder has placed a renewed focus on daily music and increased children's access to musical instruments. Therefore, children profit from the childminder's excellent skill set.

Children benefit from the highly effective working relationship that the childminder has with parents. The views parents expressed are exceptionally complimentary, and it is very clear that parents have a very high level of trust in the childminder. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative boards are displayed in the playroom. These illustrate the breadth of activities that children are actively involved in during their time with the childminder. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Highly effective, well-established partnerships with external agencies and other providers are evident. The childminder works closely with local schools and has devised very effective transition strategies, in partnership with parents, to help prepare children

getting ready for school. Targeted learning programmes, and information about children's development, are also shared; these contribute to meeting children's individual needs effectively. As a result, there is consistent, secure support for children with any identified needs, to provide continuity of learning and to acquire further support and interventions for children should they need it. This also means that planning, for children's progress, their readiness for school and for their individual needs, is highly effective because of this exemplary partnership working.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	113228
Local authority	Hampshire
Inspection number	839843
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	07/01/2009
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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