

<b>Inspection date</b>	04/11/2014
Previous inspection date	16/04/2009

<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**

- Children are making good progress in their learning. They are happy, engaged and confident in the variety of activities available to them.
- The childminder provides a secure environment which, as a result, gives children a safe environment to explore and investigate within.
- Children visit local groups and parks, which effectively supports and extends their social and physical development.
- Children benefit from the childminders very strong partnerships with parents and others, and work well together to meet children's needs and aid their move between settings.

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

- The childminder provides fewer resources, activities and musical opportunities in the home environment to enhance children's awareness of other cultures.

## 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 in the sitting room, sensory room and outside of the home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, children's learning journeys, the childminder's self-evaluation form, and a range of policies and children's records.
- The inspector gave feedback to the childminder at the end of the inspection.

## Inspector

Tracy Bartholomew

## Full report

### Information about the setting

The childminder was registered in 2005. She lives with her school-aged daughter in Basingstoke, Hampshire. The whole ground floor of the childminder's house is used for childminding, with a bathroom and sensory room upstairs. There is a fully enclosed garden for outside play. The family have two dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for eight children, of these four are in the early years range.

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

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

- strengthen further children's awareness of other cultures during both impromptu and planned activities.

### Inspection judgements

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

The childminder has dedicated her whole home to childminding, which provides a welcoming and well-resourced area for all children to play. Children have free access to a wide range of resources, which are accessible inside and outside. For example, outside children have free access to the creative station which holds chalks, paints and other materials that enable them to express their creativity.

The childminder is very good at developing and promoting children's vocabulary and their communication skills. She provides a commentary during activities to fully promote children's communication and language development, and she values all children's efforts to communicate. For example, she reiterates words used by the older children, pronouncing these correctly to develop children's accuracy when using the spoken word.

The childminder plans activities very well and incorporates learning throughout. Children enjoy looking at books and share these with the childminder responding well to the story by collecting the props to match the words read by the childminder. This helps develop children's literacy skills, such as for reading and understanding. However, despite this the childminder does not make available books and stories from other cultures. Children have opportunities to make music as they play with instruments, however, children do not always have opportunities in the home to express themselves in movement to music and rhyme.

The childminder supports children's early mathematical skills through everyday play activities. For example, the children explore patterns as they make marks in the sand,

and draw on whiteboards in the garden. Children confidently call out to the childminder to share their written work, which she celebrates with them. Children have many opportunities to count during play and learn quantities and measures during water play. This helps develop their awareness of mathematical concepts well.

The childminder has developed a good system of observation and assessment to monitor children's progress. She has good processes in place to find out about children's individual needs, and uses these well to help her plan her provision accordingly. The childminder undertakes regular observations of the children, and supports this with pictures and written evidence to portray how children learn. She then uses this information as a basis to plan activities and support identified next steps in children learning. The childminder is aware of the requirement to complete the two-year-old progress checks, when appropriate, and to share and reflect on this information with parents. This helps to promote continuity in their children's care and education.

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

Children feel safe and secure in the care of the childminder as she ensures her home is safe and meets their individual needs. All children are settled in the childminder care, as she has good systems in place to bond with the children and their families. For example, she encourages settling-in sessions and regular home visits. This enables her to talk and meet with parents to discuss each child's individual routines and needs. Children demonstrate that they feel secure as they regularly approach the childminder and receive cuddles. In addition, children show they feel secure, through smiles and laughter, as they participate in the activities on offer, well supported by the childminder.

The childminder promotes the children's awareness of a healthy lifestyle, through everyday hygiene practices and through the song sang when washing children's hands. This helps the children learn how to wash thoroughly to protect themselves from germs. Children enjoy a healthy selection of fruits and vegetables sticks prepared for them at snacks time. All meals are enjoyed at the table, where the childminder promotes children developing understanding of where and how fruits grow. This promotes the children's understanding of the world, while promoting their memory skills as they reflect on the time they went strawberry picking. Children have daily opportunities to play and be active outside. The childminder has organised her environment to allow children to move freely between the inside and outside areas, as they wish. Children's physical development, in relation to their large muscle development, is supported and enhanced as they play on equipment in the park.

Children have a good range of toys and resources. Their interests are well supported as they choose activities from the sensory room to play with and explore. Children's independence is effortlessly encouraged as they enjoy child-initiated activities, and explore with the sand and water within the garden. Opportunities such as these effectively develop children's skills for the future and aid their readiness for pre-school and schools.

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

The childminder fully comprehends her responsibilities to safeguard children. She has a secure understanding of her role in relation child protection. The childminder is confident in the signs and symptoms of child abuse, and has all the required documentation to refer to if a concern arose. All required records are in place to promote children's welfare, such as children's attendance, accidents, incidents and medication documentation. The childminder has a current first-aid certificate and is clear about how to respond to accidents in order to promote children's well-being.

The childminder's home is safe and secure. She uses appropriate safety equipment to minimize hazards to children. For example, safety gates are positioned to prevent children accessing areas of potential hazards, such as the stairs. The childminder develops the children's understanding of safety well. She talks to them of the dangers of the road and regularly practises the fire drill with use of 'Freddy' the fireman teddy. The childminder boosts children's self-esteem as she provides appropriate praise, which develops their sense of security.

The childminder appropriately self-evaluates her practice to help her make changes and drive improvements. She is clear on her strengths and is committed to enhancing her provision. The childminder has address all recommendations made from her last inspection, including reflecting on children's learning records. These are now focussed to support and promote children's developmental progress.

The childminder engages very well with parents, she ensures that all parents receive verbal and written communication at the end of the day of the child's well being and achievements. In addition, she is committed in working in partnerships with other providers and professionals, and does this effectively to promote consistency in care.

### **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

<b>Unique reference number</b>	EY308979
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	834265
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/04/2009
<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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