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| Inspection date | 05/11/2014 |
| Previous inspection date | 27/07/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 effectively tunes in to each baby's needs and is warm and attentive towards them. Babies form a strong bond with her, which successfully supports their emotional well-being.
- Successful partnership with parents allows for effective information to be exchanged, including children's learning records and photographs.
- The childminder successfully observes, assesses and plans for children's learning in all areas.

It is not yet outstanding because

- The childminder does not make best use of all areas of her home and garden throughout the year, so that children can explore and investigate its features and any changes to the environment.
- The childminder does not always build on opportunities for younger children to use a wider range of resources to climb and strengthen control and coordination of their bodies.

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 children's play and the childminder's interactions with them.
- The inspector discussed the children's starting points and developmental progress with the childminder.
- The inspector sampled relevant paperwork including some safeguarding documentation and children's learning records.
- The inspector viewed written feedback from parents.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder registered in 1998. She lives with her husband and two teenage children in a house in the Eastleigh area of Hampshire, which is close to local schools and shops. All areas of the property are available for childminding. Downstairs provides the play space and includes toilet and washing facilities. There is an enclosed garden for outdoor play. The family has a dog and reptiles. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently seven children on roll, with two in the early years age range who attend part-time. The childminder has a relevant childcare qualification to level 3.

What the setting needs to do to improve further

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

- make better use of all areas of the home and garden throughout the year, so that children have more opportunities to explore and investigate its features
- extend use of play resources for movement and climbing for younger children.

Inspection judgements

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

The childminder supports young children's care and learning needs well. She provides good opportunities for them to develop and progress in their key skills. The childminder has a secure understanding of child development and of how young children learn. This, in conjunction with her use of relevant guidance documents for the Early Years Foundation Stage, means she can effectively plan and deliver each child's specific learning path. The childminder is particularly understanding of babies' needs and offers them a loving, supportive and positive time. This means babies bond with the childminder because she is responsive to them. Babies progress well in their emerging communication skills because the childminder interacts purposefully. For example, she is on the floor with them, playing and talking about what they are doing during their explorations, naming toys and repeating words and phrases. This helps them to link words and meaning to their actions. When babies vocalised, she talked back using a singsong voice, imitating their sounds to extend and have a conversation together.

The childminder provides a learning environment that is very age appropriate for babies and young children. However, she does not always make the best use of space indoors and outside. For example, children are not able to explore in other safe areas of the home, for example, the dining room. The childminder has an enclosed garden, which she

uses mainly in the summer, but not throughout the year in all seasons and weathers. This restricts children's exploration and investigation of their environment to explore its features and any changes.

During every day routines such as breakfast time, the childminder provides a talking commentary about what she is doing to promote babies' understanding and social communication. This is because she has a secure knowledge of her role as teacher, introducing words and new skills during fun, playful interactions. The childminder has made a treasure basket for babies to select sensory objects to pick up, hold, chew and discover. For example, they grasp, look at and shake the glitter bottle. Young children very much enjoy exploring the varied age and stage toys available to them in the living area and they attempt to build with bricks. Young children receive positive encouragement from the childminder to pull themselves to stand at a toy to put magnetic pictures on the board. This helps develop their physical skills and understanding of cause and effect. During the routine and play of the morning, the childminder sings favourite rhymes such as row, row, row your boat, because she understands the importance of singing with young children to promote their language development. Children receive lots of positive praise in their achievements. Sensitive adult support develops their physical skills. Young children learn to walk with support from the childminder and cruising around the furniture to her. However, the childminder does not have a wider range of resources on offer, to challenge younger children's increasing physical ability further to promote climbing and control of their large movements.

The childminder has a secure understanding of observation, assessment and planning for children's future learning. She keeps up-to-date learning records, which she shares with parents. This means they work successfully together to promote children's learning and development.

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

Young children happily flourish in this loving, home-from-home environment because of the safe, supportive care they receive from the childminder. Babies demonstrate confidence and emotional security in their surroundings. For example, they waved happily to the visitor and stood looking inquisitively, relating verbally and non-verbally with them. The childminder builds a strong bond with children, by giving them lots of attention and cuddles. She is in tune with their needs. When they initiate playing peek-a-boo with a book and gazing at the childminder, they engage happily together, having fun. Positive systems give older children a good sense of belonging. The childminder uses the apple tree register in the hall, which shows who is present each day. The childminder carries out a good procedure for assessing any risks to her home. She makes sure play resources with tiny pieces that may cause a choking hazard, are out of reach of younger children. The childminder keeps to the babies' home care routines of sleep and feeding to continue their good physical growth and development. Babies receive positive praise and encouragement, and guidance on learning the boundaries of behaviour. This helps them form positive friendships with others.

Children develop a healthy lifestyle through regular physical exercise, such as walking the dog each day, and trips out to the park and the duck pond. Parents provide nutritious meals, and drinks are on offer to meet children's dietary needs. The childminder carries out hygienic nappy changing routines to minimise the risk of cross infection.

The learning environment is very age appropriate for babies and young children, although the childminder does not make the best use of space indoors and out. She has set up an area of her living room with toy resources using labelled, accessible boxes, so young children can make choices. This prepares children well for their next stage in learning because the childminder successfully promotes their all-round development.

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

The childminder is clear of her responsibilities in meeting the safeguarding and welfare requirements and offers a professional service to parents. Her documentation is complete and well organised. The childminder has a secure knowledge of safeguarding procedures. She has recently attended level four training, meaning she is alert to any child welfare concerns and knows what she would do when reporting any concerns. The childminder ensures hazards are minimised to keep children safe by undertaking daily and written risk assessments.

The childminder shows dedication and a strong commitment to the service she offers. She has worked hard since her last inspection to up-date her knowledge and practice for the benefit of the children. She identifies her strengths and areas for improvement through self-evaluation, which describes her setting accurately. The childminder has attended training and is part of childminder forums to ensure her practice moves forward in terms of quality. For example, observation, planning and assessment training means the childminder successfully supports and extends children's progress well. She adapts her educational programmes to meet their changing needs, for example, communication and language. Therefore, children make good progress in their learning and development.

The childminder forges good relationships with parents through her clear lines of communication, her understanding approach and her friendly attitude. She holds chatty, verbal handovers at the beginning and end of the day and shares learning records with parents regularly. This enables them to work together to meet children's individual care and learning needs successfully. Together, they discuss children's next learning steps, such as learning songs at home, to promote the children's communication and language skills further. Parental feedback is positive and indicative of the provision. They report about the strong connection the childminder has with their child and the fun activities she provides. They state how much their children learn and love attending. These positive partnerships support children's learning and development well.

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

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| Unique reference number | 150854 |
| Local authority | Hampshire |
| Inspection number | 843187 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | 27/07/2010 |
| 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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