

<b>Inspection date</b>	14/11/2014
Previous inspection date	29/04/2009

<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 demonstrate a strong sense of security and confidence because of the positive relationships the childminder establishes with them.
- The childminder plans for children's individual needs and monitors their learning effectively and, consequently, children are making good progress in their learning.
- The childminder effectively promotes children's welfare because she demonstrates a good understanding of her responsibility with regards to safeguarding children.
- The childminder is a good role model. She teaches children about her house rules and what she expects of them and, as a result, behaviour is good.

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

- The childminder does not consistently extend children's awareness of healthy lifestyles.

## 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 and the childminder at play.
- The inspector had a tour of the setting.
- The inspector looked at paperwork, policies and other documents.
- The inspector read testimonials from parents.
- The inspector discussed the childminder's self-evaluation form with her.

## Inspector

Alison Southard

## Full report

### Information about the setting

The childminder was registered in 2005. She lives with her son in Yateley, Hampshire. The ground floor of the property is used for play and the bedrooms for sleep. There is an enclosed rear garden for outdoor play. The property is close to local amenities and opposite local schools. The family have two cats. There are currently seven children on roll, four of whom are in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has a relevant childcare qualification at level 3.

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

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

- enhance children's understanding of healthy lifestyles and healthy eating.

## Inspection judgements

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

The childminder shows a clear understanding of how children learn. They enjoy their time in the childminder's care and are very happy, active learners. The childminder talks knowledgeably about the children she cares for, and demonstrates a good understanding of how to support their learning and development. As a result, she provides an interesting environment where children are enthusiastic and motivated to participate. For example, children excitedly joined in an activity to make a paper-plate bear using paints to decorate it. The childminder makes observations of children's play and achievements, and assesses their stages of development. She takes photographs of children's achievements for their learning records and shares these with parents. She works closely with parents to learn about children's interests and developmental stages when they first start, and on an ongoing basis. This information enables her to plan effectively for their individual needs. The childminder has a secure understanding of the need to involve parents with the progress check for two-year-old children, to ensure an accurate assessment of their child is made. She is aware of the need to use this assessment to identify any areas where children need extra help, and to accurately plan to meet children's individual needs. The childminder shares some ideas with parents about activities to enhance children's learning at home to involve them in their children's learning.

The childminder talks to children and consistently asks questions to encourage them to think for themselves. This helps children to learn new vocabulary and to solve problems. The childminder provides children with lots of opportunities for physical development. She takes children on outings to the park where they can practise their climbing and balancing skills. She offers children activities to construct and build creations. For example, children

played with building blocks and constructed tracks to race their cars on. They showed great enthusiasm and excitement as they watched their cars race around the track. They developed new skills as they learnt to switch the buttons on and off, to operate the track. The childminder helps children to develop their mathematical skills. She uses number cards to help children recognise the numbers and encourages them to count items during their play.

She teaches children about diversity. She offers them a variety of books and resources which reflect different cultures and differences. She discusses the different cultures of some of the children's families, knows some words from their home languages and shares these words with the children. This helps children to gain a sense of belonging and, for all of the children in her care, helps them to learn about the cultures of others.

Children are provided with opportunities to use their imaginations as they role play. For example, children went on a picnic and filled their basket with lots of play food items. The childminder takes children on outings to the library to look at books and to attend story time. They can also choose from a variety of books at the childminder's home. Children use pens and whiteboards to make marks and develop their early writing skills. The childminder teaches those more able children how to write their names. This helps to promote children's early reading and writing skills well, in readiness for their eventual move to school, or pre-school.

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

Children are happy and settled because there is a strong focus on supporting children's emotional well-being. For example, the childminder discusses children's routines and care needs with parents before they start. The childminder displays photos of the children carrying out activities during their time with her. This provides them with a sense of belonging. They show confidence and security as they freely move around, selecting toys and resources for themselves. They build positive relationships with the childminder and other children. Children behave well because the childminder provides ongoing activities to occupy them, and she is a good role model. She teaches them to take turns and to share by showing them good behaviour. This helps them to develop self-control and an awareness of the needs of others. She reminds them of her house rules by having discussions. For example, she reminded them that they must not run inside and asked them to tell her why this may be. The children discussed how they may fall over and hurt themselves. By taking this approach it means the children begin to understand what the childminder expects of them, and they also begin to learn about how to keep themselves safe. The childminder puts a strong focus on children's safety. She regularly practises the evacuation procedure, and children's growing awareness of safety is apparent as they discuss how they need to 'get out' when the alarm goes off. She also teaches them about road safety and plans activities to enhance their learning about this.

Children have opportunities for fresh air daily, either in the garden, at the park or when they go on outings. These opportunities effectively contribute to their physical well-being. The children enjoy healthy snacks, such as grapes, and the childminder follows a healthy

eating policy. However, during snack and mealtimes the childminder misses opportunities to discuss the benefits of eating healthily with children, to teach them about the importance of good nutrition, and further support their awareness of healthy lifestyles. She does however, teach children about appropriate table manners and how to gain self-care skills, such as toileting and eating. She also encourages children to use cutlery and to develop their eating skills. The support they receive to develop their independence, and their social skills, prepares them well for the next stages in their learning.

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

The childminder has a secure understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She fully understands her role to safeguard children. She has attended safeguarding training and has a good knowledge of child protection issues, and the process to follow if she has concerns for a child's well-being. The childminder shares her written policies with parents and provides them with an information pack so that they develop a good understanding of the service she provides. The childminder rigorously assesses risks. For example, she checks her home is safe for children on a daily basis, and when she takes children on outings she checks that the area she is visiting is free from hazards. These measures ensure children are kept safe while in the childminder's care.

The childminder recognises her strengths and identifies areas for improvement well. For example, she has addressed the recommendations made at her last inspection and she has attended further training to increase her knowledge and, therefore, improve outcomes for children. She seeks feedback from parents about her service by sending out parent questionnaires to gain their views. Parents report how they are, 'delighted with the care she provides' for their children. They state how the childminder has a, 'very caring nature' and how the children have, 'good social interactions' when in her care.

The childminder has a good understanding of her role in the monitoring of the delivery of educational programmes and of the need to plan for all learning needs. The childminder monitors and tracks children's progress, ensuring they are making good progress towards the early learning goals. She ensures parents know about their children's day through verbal feedback. She recognises the importance of working in partnership with other professionals, where this is appropriate, to fully meet children's needs. She shares information with other settings children may attend and is aware of where to seek help for children who may need extra support. This helps the childminder to provide a cohesive approach to children's learning and development, and prepares them well for their eventual move to school, or pre-school.

### **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>	EY317491
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	834513
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/04/2009
<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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