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| <b>Inspection date</b>   | 20/11/2014 |
| Previous inspection date | 27/10/2008 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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 positive and relaxed atmosphere. Consequently, children are well behaved, confident and interested in exploring and learning.
- Children make good progress in their learning because the childminder plans activities that are interesting and extend children's learning across all areas. Observations and assessments clearly identify the next steps in their learning.
- The childminder has robust procedures and safety practices routinely in place to safeguard children. The daily routines and outings effectively enhance children's understanding of how to keep safe.

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

- The childminder does not always encourage parents to share information about their child's learning and development at home to promote consistency in learning.
- The childminder does not maximise all opportunities to promote children's early reading, number and shape recognition 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out a tour of the premises with the childminder.
- The inspector held discussions with the childminder about children's engagement in activities, and their development and progress.
- The inspector observed the childminder engage in a variety of learning experiences with the children.
- The inspector looked at a selection of documentation including children's learning journals, records and written policies.

## Inspector

Jane Franks

## Full report

### Information about the setting

The childminder registered in 2005. She is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her two children in a house, in Farnborough, Hampshire. The whole of the ground floor is used for childminding. The childminder attends toddler groups, indoor play areas and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll in the early years age range that attend for a variety of sessions.

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

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

- strengthen partnerships with parents further to maximise continuity in children's learning, by encouraging parents to share information on their children's learning and progress at home
- improve the learning environment so that it is rich in print, to enhance children's learning about words, numbers and shapes.

### Inspection judgements

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

The childminder has a good knowledge of child development and understands how children learn. She obtains good information from parents about their children's individual needs and level of development at the time of entry to her setting. As a result, the childminder establishes children's starting points effectively. She carries out regular observations and tracks children's progress closely. The childminder has frequent discussions with parents to keep them well informed about their children's care and learning. She shows them the records of development, although they are not encouraged to add to these. There are no formal systems in place to consolidate children's learning by encouraging parents to share their children's learning and achievements at home. Nevertheless, through informal discussions with parents, the childminder knows the children well. She therefore provides varied activities, matched to children's learning individual needs and interests. As a result, children make good progress.

The childminder enhances children's vocabulary and communication skills. She communicates consistently to the children, engaging them in conversations and asking a good range of questions. She supports their listening and concentration and gives the children clear instructions, such as, 'Can you get your shoes and coat?' Children's mathematical understanding is developing very well, as the childminder supports this

through every day play and routines. For example, children counted the pieces of fruit while independently cutting up their own snack.

Children enjoy their time in the childminder's care because the childminder offers them motivating and nurturing experiences within a safe environment. For example, children enjoyed listening to songs in the background and became activity involved playing musical instruments, and dancing to the rhythm of nursery rhymes. Children are encouraged to hold tools correctly when drawing and preparing their snack. Consequently, this enhances their developing physical skills. The childminder incorporates books within the environment to support children's early literacy skills.

The childminder promotes children's expressive arts and design encouraging them to make marks with pencils and explore the texture of mud during outdoor play. This aids children's creativity while supporting their physical development. The childminder takes account of children's ages and stages of development to provide age-appropriate challenges. For example, children enjoyed playing with the natural resources gathered when they went for a walk to the woods with the childminder. She encouraged younger children to enjoy the sensory experience exploring the feel of the leaves, while older children developed an understanding of shape and colour.

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

The childminder provides a service that is inclusive for all children by ensuring that she respects their backgrounds. Parents speak very positively of the childminder and the care she provides. She obtains information about children's needs, preferences and routines before joining the setting, so she can successfully meet their needs. This also ensures a smooth move between home and her care. As a result, the children are confident in a familiar environment, and play independently having lots of fun together. The childminder has a natural enthusiasm for her work. The nurturing environment and childminder's warm and caring manner means that children feel secure and content. The childminder displays children's artwork demonstrating that they are valued and giving children a sense of belonging. However, there are few written words and numbers within the learning environment to promote further children's developing awareness of print carrying meaning and number recognition.

The childminder manages children's behaviour very well. She is calm, consistent and provides secure boundaries. This helps children develop their good understanding of her expectations for their behaviour. Children receive support to manage risk and use equipment safely. The childminder shows children how to handle suitable knives safely. She carefully models skills, such as cutting up bananas, so children learn to do this for themselves.

The childminder plans very good opportunities to promote children's early understanding of a healthy lifestyle. She makes plans daily for children to spend time outside. They thoroughly enjoy daily trips within the local community gaining a positive attitude to being outside in the fresh air. Additionally, this allows children to experience risk and challenge.

Children have access to fresh drinking water throughout the day. Meals are provided by parents and include a range of fresh fruits and vegetables. The childminder consistently reinforces good hygiene procedures, such as hand washing. As a result, children know they need to wash their hands to remove germs and demonstrate that they are beginning to learn how they can keep themselves healthy.

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

The childminder has a very good understanding of the safeguarding and welfare requirements, which help her to keep children safe and protected from harm. She has a good knowledge of child protection and of the need to report any concerns to the appropriate authorities. Supporting policies are robust and include the details of what she must do and whom to contact, should she have any concerns regarding a child in her care. The childminder holds a current first-aid certificate and has thorough procedures in place to report any accidents. Robust risk assessments, emergency evacuation drills and procedures for the administration of medicine, means that children receive good-quality care.

The childminder uses self-evaluation to identify her strengths and areas for improvement. Since her last inspection, she has addressed all the recommendations made. She is proactive in her continued professional development. For example, she monitors children's progress, makes regular assessments and uses her observations daily to inform the next steps for children's learning. She now accesses support from the early years advisors when needed. She networks with other local childminders to keep up to date with current childcare legislation and to share good practice. As a result, her documentation is robust and the environment and activities that she provides for children are good. The childminder is aware of the need to make links with external agencies and other professionals, such as health visitors and speech therapy services, should the need arise. This demonstrates her understanding of the importance of partnership working, and shows that she has a positive approach towards continually improving her practice.

### **The Childcare Register**

The requirements for the compulsory 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>     | EY299204    |
| <b>Local authority</b>             | Hampshire   |
| <b>Inspection number</b>           | 814845      |
| <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>      | 5           |
| <b>Number of children on roll</b>  | 4           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 27/10/2008  |
| <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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