

Inspection date	25/11/2014
Previous inspection date	11/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The childminder is passionate and enthusiastic about the provision she provides, and works in excellent partnership with her co-childminder, who is her husband.
- Children have excellent opportunities to develop their skills across all areas of learning, through effectively organised and well-resourced activities.
- The provider forms positive working relationships with parents, respects their knowledge of their children, and supports and encourages their involvement with their children's learning.
- The stimulating environment is exciting and interesting, both indoors and outdoors, providing the children with excellent opportunities to extend their skills and interests.
- Progress is monitored carefully, and precise planning help children make excellent progress, and provide them with opportunities to develop their confidence and skills for their future learning, such as for when they start school.

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 toured the premises and resources with the co-childminder.
- The inspector observed the children and childminder at play.
- The inspector discussed the provision, and examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read and discussed the childminders self- evaluation document.

Inspector

Lynne. E. Lewington

Full report

Information about the setting

The childminder registered in 1989 and lives with her husband who is also a registered childminder. The home is situated in Stroud, near Petersfield, in Hampshire. The property is accessible as toileting facilities are situated on the ground floor. The ground floor of the home is used for play and the small bedroom for rest. There is a small covered hard standing area for outdoor play and children have accompanied access to the sensory garden. The childminder is currently minding 11 children, of whom eight are in the early years age group. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the Professional Association for Childcare and Early Years. She has a level 3 childcare qualification. The family have a pet cat.

What the setting needs to do to improve further

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

- strengthen questioning techniques further, to maximise opportunities for children to think and respond to each question.

Inspection judgements

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

The childminder meets children's needs extremely well. She has developed her professional knowledge and skills through training opportunities, and her daily experiences with young children. She works in partnership with her co-childminder to provide young children with excellent early years education and care. The childminder provides a nurturing environment where children are constantly observed, and encouraged to develop their knowledge and skills. Simple clear records indicate the progress children are making and the next steps for learning to encourage. This is further informed by parental knowledge and comments ensuring children have consistent high quality opportunities to guide their progress. The childminder understands the individuality of each child because she talks to them, talks to their parents and observes them at play. This enables her to plan activities that specifically target their individual needs. For example, when the childminder identifies that a child needs encouragement to join in with others she organises singing games, and physical activities, that they can all do together. Each day follows a familiar routine which helps children to feel confident and secure.

Children make decisions and organise their own play, and at other times participate in planned activities. Toys and resources are easily accessible. This enables children to independently build on their ideas. For example, after listening to a story, the children pretend to be the character from the story and use the dressing up items to do this.

Teaching is excellent and provided at a level appropriate to the needs of each child. Consequently, children thrive in this stimulating and happy family home environment. The childminder talks to the children about many things, and asks questions to encourage children to use language to express themselves and share information. Children are talkative and demonstrate their increasing knowledge about their health, food and events. Children are encouraged to listen to each other and the childminder listens attentively. However, occasionally when the childminder asks questions she does not give children sufficient time to think and formulate their answers before she asks another question.

Children's personal, social and emotional development is promoted extremely well through encouraging independence during play and activities. For example, children demonstrate increasing skill as they collect their coats, hats and shoes and independently carry them to an area where they can start to put them on, in preparation for outdoor activity. The childminder is patiently encourages independence, recognising the important learning that is happening in this simple activity.

The childminder is expressive showing her delight and interest in her facial expression and voice. She encourages children to recognise how their actions can make others feel through storytelling and conversations.

The childminder gets fully involved in children's activities. For example, she demonstrates how to carry an egg on the spoon, or a bean bag on their head. This provides the children with an example which they try to copy. She encourages children to think about why the egg or bean bag fall off and what they can do to make it balance.

Children experiment with early writing and tools that they can make marks with, such as pencils and pens. They draw lines and some are developing the skills to form letters. The childminder encourages children to recognise their names, the letters of their name and the sounds the letters represent. Children have many opportunities to develop their literacy skills and many children can read simple words before they start school. The childminder encourages mathematical development as children count as they throw the ball between them. They talk about size, shape and position as they draw, and also build with blocks. Helping to prepare lunch and dinner also provide an excellent opportunity for using mathematics in a meaningful way.

The childminder provides many different opportunities for children to be involved in outdoor activity. The covered outside area enables the children to use wheeled toys, balance on stepping stones, and undertake sand and water play. Visits to the local park provide further good opportunities to develop physical skills. Excellent provision is made to enable children to learn about the natural world around them as they make good use of the sensory garden. The garden has been planned to provide children with a variety of textures, smells, surfaces to explore with supervision, and areas which attract mini beasts and wild life. Children have developed their knowledge of different life cycles as they have grown fruit and vegetables, and picked and eaten them.

The childminder shares detailed information about learning and progress with parents, and keeps them fully involved in the encouragement of development. She provides parents

with a summary of progress each term which can be shared with other settings children attend. This promotes consistent support for children's care and learning at home, and when they are with other childcare providers.

Overall the childminder provides children well planned exciting and challenging learning opportunities that support them to make excellent progress in all areas of their development.

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

Children enter confidently and soon settle in the childminder's welcoming home. Children are at ease, they know the routines and consistent expectations help them to feel safe and secure. They form confident relationships with the childminder and her co-childminder. Clear high quality information is shared with parents and other settings that children attend. This enables the childminder to develop an excellent understanding of the individuality of each child. Children feel valued and important which contributes to their development of self-esteem and confidence in their abilities.

Children learn to be helpful and kind to each other as they play, because they are encouraged to share and take turns. Consequently, good relationships develop with other children as they learn to play alongside each other and be considerate. Regular meaningful praise and encouragement reinforces the children's positive behaviour. Clear simple reminders about sharing and not snatching from others, for example, help children to remember and develop appropriate behaviours. The childminder models good manners and children are learning from her positive example.

Positive routines to support children's good health, such as nose blowing and washing hands, are all part of the daily routine. Children demonstrate knowledge of why these simple tasks are important to keep them healthy. Good health is further promoted as children enjoy healthy snacks, meals and drinks throughout the day. Mealtimes are relaxed happy social occasions, where children, the childminder and her co-childminder all sit around the table to enjoy their food. The childminder encourages children to recognise the food they are eating, where it comes from and the positive benefits it has for their bodies. This knowledge is clearly evident as children talk about why they should drink milk and eat vegetables, to be strong and healthy. The childminder understands the importance of working in partnership with parents to meet particular dietary needs, and eating behaviours which need careful management. Daily physical activities encourage strength, coordination and balance as the children use a variety of equipment or visit the local play park. They know why they need exercise and talk with the childminder about feeling their heart beats after physical activity. The daily routine includes opportunities for physical activity, rest, opportunities to enjoy fresh air and natural light in addition to regular good food and drink. These important basics all help children to be happy, comfortable and confident providing a strong base for their learning.

Safety is a high priority for the childminder. She supervises children effectively for their age and stage of development, enabling them to explore safely and take appropriate risks.

For example, they learn to use knives with care to eat their food, and during activities, such as during dough play or cooking activities. They learn about fire safety and how to evacuate the premises safely in an emergency. The childminder completes daily safety checks and she understands that risk assessing is an ongoing process. Comprehensive thorough risk assessments indicate she is very safety conscious. She talks to children about safety helping them to become increasingly aware of how to keep safe when they go about their activities.

This is a highly stimulating environment. Excellent care has been taken to adapt and make use of the ground floor of the property and garden. This provides children with a broad variety of easily accessible resources, to interest and enhance their learning and skills. Sleeping children rest in a travel cot or comfortable cushion nest, they listen to quiet calm classical music to help them rest, and are checked on frequently to ensure they remain comfortable.

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

The childminder and her co-childminder are experienced and confident, and have been working together for many years. Together with her co-childminder they review and reflect on all areas of practice to continually develop the service offered. This includes developing aspects of their provision and constantly developing their knowledge and skills. The childminder attends training opportunities, and reads literature relevant to child development and childcare to enhance her knowledge. She keeps up to date with current thinking and, consequently, provides a high quality service. Constructive feedback from parents and children help the childminders to evaluate the success of the service offered.

The childminder actively engages with parents enabling them to share information about their child. This helps to create excellent partnerships where children are the focus. She has made links with other settings children attend locally, and this again helps to ensure all who are involved with the child share information and work together. She continues to try to make links with providers who are not local as she clearly understands the importance of partnership working. The childminder is always willing to work closely with any other professionals involved in children's care. This means she will always endeavour to ensure children get the support they need to make the best progress.

The childminder demonstrates a confident knowledge of safeguarding and child protection. She is fully aware of the signs and symptoms of abuse, and recognises her responsibilities in taking prompt action should she have concerns about a child's welfare. She and her co-childminder have implemented a comprehensive written policy that they share with parents. Further safeguarding information is clearly displayed for parents to see along with local safeguarding team contact details. This helps to promote safeguarding as a responsibility for everyone. Important relevant documentation, such as accident reports, daily registers and records of existing injuries, are all maintained. This helps to promote children's safety and ongoing welfare. The childminder and her co-childminder maintain their first-aid certificates, and ensure first-aid items are always accessible. This means that

accidents can always be managed quickly and effectively.

The childminder works closely with parents who clearly appreciate the service she offers. Many parents provide exemplary written support for the childminder and her co-childminder. Comments include, 'the childminders provide a perfect combination of discipline, love and security' and, 'Our child continues to flourish on both education and social sides.' Another wrote, 'the childminders have been exceptional and exceeded all my expectations. They have an extremely positive influence on my child and he has come on leaps and bounds. They are full of useful advice and ideas and always listen to the parent's perspective.' And another wrote, 'We have never been disappointed with the level of care provided. We feel our child has well developed social skills, manners and literacy skills and much of this is due to the structured and fun environment provided by the childminders.'

The childminder is committed to providing a high quality provision for children and their families. She has an excellent knowledge of the requirements of the Early Years Foundation Stage and she diligently keeps up to date with changes. Overall, this is an excellent provision where the children's welfare is paramount. Within this safe and secure environment they are thriving and making excellent progress.

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

Unique reference number	112818
Local authority	Hampshire
Inspection number	839820
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	11/05/2009
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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