

<b>Inspection date</b>	26/11/2014
Previous inspection date	23/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 has a good knowledge of the learning and development requirements and has established good systems for observing, assessing and planning for children's needs. Therefore, children make good progress in their learning.
- The childminder has a wide range of resources and provides children with a rich, varied and stimulating environment, which they actively explore and investigate.
- Children are secure and form strong attachments with the childminder. They are independent, curious learners who display a strong sense of belonging.
- The childminder is well organised and prepares her day around the individual needs of the children. She has an excellent understanding of how to keep children safe and has robust systems in place that ensure this.

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

- Existing partnerships with parents are occasionally not used to their full potential. As a result, chances to support children's development are not always maximised.

## 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 childminder's home and talked to the childminder.
- The inspector observed aspects of safety in the home and outdoors.
- The inspector looked at documentation including children's assessment records and other required documents.
- The inspector took account of the views of parents, as recorded in the parental questionnaires.

## Inspector

Julie Dale

## Full report

### Information about the setting

The childminder registered in 2000 and lives with her husband and two teenage children in Fareham. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The whole of the bungalow is used for childminding and there is a fully enclosed rear garden available for outside play. The childminder is currently minding one child in the early years age group. She also minds six other children. The childminder takes the children to toddler groups on a regular basis. The family has a dog.

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

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

- build on existing relationships with parents in order to strengthen their involvement with planning the next steps in their children's learning so that all opportunities to support development are maximised.

### Inspection judgements

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

Children are secure and content in the childminder's home because good relationships are formed. The childminder's interaction is good and affection is readily given and received. The childminder has a detailed understanding of how to support children in their development. She knows their likes and dislikes and introduces new activities, which interest and excite them. Children are confident to seek out people to share experiences with them. They show affection to the childminder, demonstrating that they are happy and that she is special to them. Children are aware of routines of the day and get excited as they hear the post arrive, collecting the parcel from the hallway. Younger children are beginning to enjoy stories with the childminder. They cuddle up and begin to listen; they turn the pages and recognise pictures of things that they know. For example, they see animals in the book and make the sounds of animals they know. This enhances their early literacy skills. The childminder repeats words and phrases with the children to reinforce the correct pronunciation and as a result, children are confident and are developing good communication and language skills for their future learning.

Children participate in purposeful play and exploration. They enjoy an appropriate balance of opportunities to play indoors and outside. Adult-led and child-initiated activities significantly enhance active learning well and help children to develop in confidence and independence. Children are very confident and comfortable with the childminder as they self-select activities from a variety of resources at their level. Through practical activities, children develop an awareness of number, shape and colour. For example, as they play

with the tea set, the childminder encourages the children to match the cups and saucers and names the different colours of the spoons. Young children show their delight in exploring simple man-made equipment, promoting their awareness of technology. They press and push buttons and turn equipment on and off. They use a mat to dance and sing, developing their balance and movement, and post shapes into a variety of containers. The childminder and children learn about a range of festivals together. This helps children to begin to be aware of people from different faiths and cultures. Children's physical development is encouraged through a variety of activities and experiences in the outdoors.

The childminder plans to support children's learning and development as she observes and assesses their progress to identify children's next steps in learning. The childminder uses supporting documents, such as Early Years Outcomes to clearly identify stages in children's development and to link experiences together. This enables her to challenge children's understanding and continually strengthen the knowledge they already have. The electronic arrangements for updating parents about their children's progress and involving them in their learning are, on the whole, successful. However, these relationships are not fully developed to maximise the involvement of parents, for example, in planning for their children's next steps in learning. The childminder is minding children who are aged two years and is fully aware of the requirement to complete the progress check for children between the ages of age two and three years. She has all the written information in place and has worked with parents and carers to complete the necessary reports in the required time frame.

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

The childminder provides children with a consistent routine between the home and her setting and is attentive to children's interests and needs. For example, she uses the same kind of language for significant events as children do at home. Children benefit from the individual attention given to them by the childminder. They develop positive relationships with her and they feel safe, secure and develop a sense of belonging. The childminder is caring and sensitive to the children's needs.

The childminder models good behaviour and focuses on the children's positive actions with lots of praise and attention. Consequently, they behave well. The children learn to be kind to each other, share and take turns. They learn to show respect for themselves and for other people. Children's independence develops well, for example, as they make choices with regard to their play and are encouraged to be independent when preparing for and eating their snacks and meals. Through the childminder's thorough knowledge of the children in her care, she ensures their personal needs are well met and that they are comfortable and content.

Children access the outdoors regularly through walks in the local area and visits to the park and the beach. Children are developing an awareness of healthy lifestyles as the childminder actively promotes balanced meals and snacks and ensures their dietary needs are met. Children play safely within the home and outdoors as the childminder ensures

comprehensive risk assessments minimise hazards for them and their families. There are daily checks on all the equipment used at the setting, both inside and outside. The freedom with which the children move around the home shows they feel safe.

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

The childminder shows good organisation and commitment to her work and has put in place a self-evaluation process to further develop the service she provides. She has a good understanding of the Early Years Foundation Stage through the training she has undertaken and uses this to ensure that children's welfare, learning and development needs are met. She evaluates planning and monitors the wide variety of activities and play experiences provided to encourage children to progress to their next steps in learning. The childminder is skilful in adapting the activities she provides to the children in her care using the good knowledge she has of their development. For example, during an outdoor bubble blowing session she encourages the children to tip the mixture onto the floor to experiment and extend their learning by using different types of brushes to foam and bubble the mixture.

The childminder demonstrates a very good understanding of her role and responsibility in relation to safeguarding the children in her care. All required safeguarding checks and documentation are up to date and on display for parents to view. A robust safeguarding policy is also in place and is available for all parents to access at any time. Suitable security of the premises and a robust collection procedure is implemented and this protects the children in as they move around the setting. The childminder ensures that the play environment is safe and secure using risk assessments which are regularly reviewed for activities inside and out of the home. All children's resources indoors and outside are inspected regularly and are in a good state of repair.

The childminder has developed positive partnerships with parents. She has a good understanding of informing parents closely about their children's time with her and talks to them regularly. Records of children's progress include observations and the children's own work. The childminder has begun to seek the views of parents about the care she provides and reflects on her own views of the service and her setting. However, her partnership with parents is not fully established in order to use their knowledge of their children's achievements to inform her future planning for their next steps in learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	113255
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	922399
<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>	23/02/2011
<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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