

**Inspection date**

04/12/2014

Previous inspection date

26/01/2009

**The quality and standards of the early years provision**

**This inspection:**

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 settle quickly in the childminder's care because of the positive relationships she forms with them.
- Partnerships with parents are strong and provide children with continuity of care and learning. As a result, children make good progress.
- The childminder safeguards children well. She attends training and has a secure knowledge of the procedures to follow if she has concerns about a child.
- The childminder uses effective strategies to help develop children's growing understanding of good behaviour. As a result, behaviour is good.

**It is not yet outstanding because**

- The childminder has not organised all of the resources so that children can access them easily. Therefore, they are unable to consistently make independent choices.
- There are fewer opportunities for children to see print in the outdoor environment, than indoors. Therefore, the childminder does not take all opportunities to enhance children's developing awareness that print and symbols carry meaning.

## 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 had a tour of the setting.
- The inspector observed children and the childminder at play.
- The inspector examined a sample of policies, documents and paperwork.
- The inspector discussed the childminder's self-evaluation process with her.
- The inspector took account of views from parents.

## Inspector

Alison Southard

## Full report

### Information about the setting

The childminder registered in 1989. She is registered on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. She lives with her husband in Yateley, Hampshire. Children play on the ground floor and have access to a playroom, hallway and kitchen. Sleep facilities are on the first floor. There is a fully enclosed garden available for outside play. The premises are easily accessible. The childminder has ten children on roll. Of these, five children are in the early years age group. The childminder collects children from local pre-schools and schools.

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

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

- strengthen opportunities for children to see print in the outdoor environment, to support children's developing awareness that print and symbols carry meaning
- reorganise the storage of resources so that children can access them more easily, to consistently make independent choices.

### Inspection judgements

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

The childminder has a good understanding of how to promote all areas of children's learning and development, and how children learn through play. This enables her to provide a broad range of interesting activities. Consequently, children enjoy their learning and make good progress. Each child has a development folder that the childminder uses to capture significant moments in their learning and development. The childminder regularly completes observations and uses the information gained to plan for children's next steps in their learning. She fully understands the need to complete the progress check for two-year-old children. She is aware of the importance of involving parents with this process to ensure that assessments are accurate and to identify any additional help that children may need.

The childminder places a strong focus on developing children's communication and language skills. She encourages children to think for themselves and solve problems. For example, children played with a train set and, through her skilful questioning, the childminder encouraged them to decide where to place each piece of the track. The childminder introduced mathematics into children's play, for example, as they counted the trains. She also uses opportunities to count with children during every day routines, such as counting the pieces of fruit they are eating at snack time. She models words effectively,

for example, naming the different animals children play with. This helps children to extend their vocabulary and understanding. The childminder asks useful questions to engage children in conversations with her. This strengthens their communication and language skills, as they talk about their play.

Children have good opportunities to develop their physical skills. They use ride-on toys in the garden and visit the park for further physical challenges. They create pictures by selecting different craft items and using glue to stick the pieces together. They discuss their pictures with the childminder.

The childminder teaches more able children how to write their names. They discuss letter sounds and look at books. Children have opportunities to see their names, and other words and symbols inside the childminder's home. However, there are fewer opportunities for children to see print in the outside environment, to further develop their awareness that print and symbols carry meaning.

The childminder makes sure that children's days include a variety of outings, where they meet other people and explore their local environment. These outings include visits to different groups in order to socialise with other children and adults. The childminder plans from children's interests. For example, children were interested in a frog that they saw in the childminder's garden. Therefore, she planned to take them to the local pond where children were able to discuss the life cycle of the frog. She extended this by looking up information with the children, using technology to look at pictures. This helped the children to make connections in their learning. The childminder further develops children's understanding of the world, for example, by discussing differences as children draw pictures of their families and by celebrating different festivals. All of these experiences help children to learn about diversity and the world around them.

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

Children form close bonds with the childminder and are comfortable and at home in her care. They settle well because of the information shared with parents regarding their routines and home lives. This also enables the childminder to value and include the children, and, as a result, they form a strong sense of belonging. Children express their needs and demonstrate confidence in the environment. However, children are not always able to make independent choices, because some of the resources are not stored so that children can access them easily. Nevertheless, the childminder helps children to gain independent self-care skills. For example, she teaches them to put on their coats and shoes, and gain confidence with toileting. This helps children to prepare for their eventual move to pre-school, or school.

The childminder regularly praises children's efforts and achievements, making clear what they have done well. This effectively, boosts their self-esteem and confidence, and helps children to understand what the childminder expects of them. For example, when children used good manners at lunch time and sat well at the table, the childminder praised them. Her good role-modelling, meaningful discussions and gentle reminders, help children to

develop self-control and an awareness of the needs of others. As a result, children's behaviour is good.

The childminder places a strong emphasis on children's safety. She regularly practises the fire evacuation process with children and discusses road safety with them when she takes them on outings. This helps children to learn about keeping themselves safe. She uses wrist straps for younger children who wish to have some freedom on outings. These measures help to ensure that children can explore while being kept safe. Children enjoy daily fresh air in the garden, when walking to and from school, or when playing at the park. This effectively contributes to their physical well-being. They learn about good hygienic practices and demonstrate a growing awareness of when to wash their hands. The childminder offers children a choice of healthy snacks and meals, and discusses healthy eating with them, for instance, as they eat fruit. This allows children to learn about healthy lifestyles. Children enjoy the social time the childminder creates at mealtimes, which contributes towards preparing 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 good understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She is fully aware of the safeguarding and welfare requirements, and ensures her policies and procedures meet these requirements. The childminder shares her policies and procedures with parents. This helps to make sure parents are clear about her service and how she cares for their children. The childminder fully understands the importance of her role in protecting children and the procedures to follow should she have concerns about a child. She understands child protection issues and how to refer any concerns, which helps to effectively promote children's welfare. Risk assessments for the home and outings are robust. For example the childminder checks her home daily to ensure that it is safe for children. The premises are secure and the childminder supervises children at all times. All aspects of the childminder's provision are well organised so children can play safely while in her care.

The childminder is proactive in building effective partnerships with parents and she liaises well with other providers involved in the children's care and learning. Parents report that they are very happy with the care and support their children receive, and how the childminder provides a loving and safe environment for them. She talks with parents each day, shares the activities of the day and encourages them to provide information about their children's achievements at home. This allows parents to become involved in their children's learning and provides continuity between the childminding and home environments.

The childminder recognises her strengths and accurately identifies areas for improvement. For example, the childminder would like to attend further training so that she can further improve outcomes for children. She encourages parents to provide written feedback on the service she provides and also gains their feedback through daily discussions, which

help her to improve her practice. The childminder ensures priorities for improvement are well targeted to benefit the children in her care, and support her in monitoring and improving the quality of children's learning experiences. She demonstrates a good understanding of the learning and development requirements, and monitors children's progress effectively. This enables the childminder to plan for children's individual needs well. Through discussion, it is clear the childminder knows when to contact outside agencies to support children's development. She understands that she can contact relevant agencies when she feels children need additional support. This helps all children to make good progress and to move onto the next stages in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	111072
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839752
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/01/2009
<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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