

Inspection date

Previous inspection date

09/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 have made secure attachments to the childminder and her family, which is conducive to their learning.
- Children engage in a wide range of worthwhile activities that support their all-round development.
- The childminder has an accurate understanding of the children's development and care needs.
- The relationship with parents is successful in promoting children's learning both in the setting and at home.

It is not yet outstanding because

- Children have fewer opportunities to explore and use toys and resources that help to promote their understanding of differences in society and other cultures.

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 viewed the childminder's premises and play resources.
- The inspector looked at documents provided by the childminder.
- The inspector discussed the childminder's improvement plan.
- The inspector discussed how the childminder's provision for children meets the children's learning and care needs.
- The inspector observed the childminder's interaction with children while they took part in a range of activities.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder registered in 2010. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her partner and two children, one of whom is in full-time education in a flat in the Eastleigh area of Hampshire, which is close to local schools and shops. All areas of the property are used for childminding. There is a small outside play space but the childminder takes children to local parks and other amenities each day. The childminder is available all day Monday to Friday except for family holidays and Bank Holidays.

What the setting needs to do to improve further

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

- improve children's access to activities and resources that reflect individual differences in society to encourage children to value and respect diversity, and to increase their understanding of other cultures.

Inspection judgements

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

Children are content, happy and confident at the childminders; they enjoy and learn from a wide range of resources and activities. The childminder's knowledge of the children enables her to support the children to learn through their play. Children's learning and development is progressing well from their abilities on entry through the positive interaction and skills of the childminder, because her quality of teaching is good.

The childminder collects useful information about the children as they start, from the parents and through observation, so that she can plan for their further development. She monitors their progress so that both planned and incidental activities are beneficial to their learning. The childminder successfully incorporates these next steps in learning into their play, which effectively promotes children's learning. There is a good balance of child-initiated and adult-led play. The children are interested in the activities offered, and enjoy selecting activities for themselves. They thoroughly enjoyed drawing on the magic paper on the wall using different colours, while the childminder encouraged them to talk about and think through what they were drawing. The childminder values their efforts and she displayed their creation on the wall for parents to see at the end of the day. Children returned to earlier activities, such as painting the salt dough decorations they previously made, which were hard and ready to be painted. This helps children understand that changes happen not only immediately but over a time period. They painted carefully developing their awareness of colours as they chose from a selection of paint and glitter. They were proud of the results and were keen to take them home. The childminder

introduced them to new skills as they carefully cut shapes out of folded paper; they were excited by the snowflakes that appeared as they unfold the paper. They talked about the different shapes they cut comparing them to shapes in the environment recognising, for example, turret shapes, 'Like on a castle'.

Children chose to create a rail track and road, discussing where to start so there was enough room. This provided the children with hand-on experiences of the understanding of space. They included a place for the people to cross safely in the model. The positive interaction of the childminder enhanced their game through conversation and questioning. For example, children debated whether the height of bridges would let trains and cars fit underneath. This helps to extend communication and problem-solving skills. Through these activities children are effectively developing the skills they need for their eventual move to school.

The childminder supports children to develop some awareness of other countries through pictures and some activities. However, there are few toys and resources available for children to gain an understanding of individual differences and other cultures.

The childminder actively engages with parents. They are well informed about the experiences their children are having and with the good progress their children make. They contribute to their child's assessment and have free access to their learning journeys, which they comment in. They discuss together the children's next steps in learning and interests, which offers children continuity in their care and learning.

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

Children feel secure with the childminder because they respond well to her and have a warm relationship with her. She knows the children well and offers the children a comfortable, encouraging and fun environment where she respects and promotes their care and learning needs. This is conducive to children's learning and helps prepare them emotionally for their next stage in life.

Children have a good awareness of the value of a healthy diet and a healthy lifestyle. They enjoy eating their fruit and confidently talk about the different types of fruit they like. Children use language well as they do so, confidently talking with adults and with each other. They have fun doing their exercises before snack knowing that exercise, 'Makes you fit' and, 'Food makes your bones strong'. These discussions reflect a thorough understanding of the benefits of an active lifestyle. They are independent in their self-care skills using the bathroom when they need to and washing their hands at appropriate times to, 'Get rid of germs'.

Overall, the range of good quality resources is easily accessible for children, and therefore children can choose what they want to play with. As a result, children become aware of their own independence and are developing confidence in making choices. Consequently, children show they are developing an independence that will help to prepare them for the future. However, there are fewer available resources, which promote children's

understanding of individual differences in society.

Children behave well and respond to requests to tidy away the toys knowing that this will enable them to have room to play with their next choice of activity. The childminder teaches children to keep themselves safe. They talk confidently about how to cross the road and why they wear special bracelets when they are outside the home. The childminder is a good role model listening to the children, responding positively, which boosts children's self-esteem.

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

The childminder understands and implements the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage well. She has undertaken recent training to support her understanding of child protection. Consequently, she is secure in her knowledge of how to safeguard children. She is very aware of the procedure to follow if she had a concern about a child and keeps contact details close-by. She risk assesses the environments the children use to reduce hazards and support their ongoing safety. Her policies underpin her safeguarding practice. She offers the children a stimulating and well-organised environment where children feel safe, which is conducive to their learning. She is aware of the children's individual developmental stages and offers them a broad range of activities that help them make good progress in their all-round development.

The childminder has undertaken an evaluation of her practice and this has enabled her to identify the strengths and recognise areas to develop. She has created a relevant development plan that reflects her commitment to improving her provision further. This shows how she is going to continue to move forward. Her close communication with parents results in her being aware of their thoughts on her practice, all of which are positive.

Partnership with parents and others are largely beneficial. She is able to complement the learning children undertake at other early years settings they attend. She exchanges information between herself and parents to support continuity of children's care and learning. Parents can see the progress their children are making and this enables them to continue their children's learning at home.

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 | EY426230 |
| Local authority | Hampshire |
| Inspection number | 894073 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 5 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | not applicable |
| Telephone number | |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

