

<b>Inspection date</b>	07/01/2015
Previous inspection date	21/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- Children make good progress in their learning and development because the quality of teaching is good.
- The childminder has very good relationships with the children, and close bonds and attachments are evident.
- The childminder has a sound knowledge of safeguarding procedures. She is clear about the steps she needs to take should she have a concern about a child in her care.

#### **It is not yet good because**

- The childminder has not fully met the requirements of the Early Years Foundation Stage with regard to obtaining prior written parental consent to administer all medication.
- The outside area does not provide children with as much challenge and interest as the indoor environment. As a result, children are not fully motivated to explore outdoors.

## 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 observed children playing.
- The inspector looked at children's development records, a selection of policies, children's records and evidence of suitability.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document and written references from parents.

## Inspector

Hazel Farrant

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her husband in Farnborough, Hampshire. Her home is close to shops, parks, schools and public transport links. The ground floor of the home is available to children for play. There is a garden for outside play. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She walks and drives to local schools and pre-schools to take and collect children. She also attends the local parent/toddler groups. There are currently seven children on roll, three of whom are in the early years age range. The childminder holds a recognised childcare qualification.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- gain prior written parental consent to administer all medication.

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

- enhance the outside area so that it provides children with greater play experiences covering all of the areas of learning, to further promote their good progress.

### Inspection judgements

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

The childminder has a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder's strong focus on the most important things that young children need to learn results in children making good progress. She plans a wide range of interesting adult-led and child-initiated activities to engage them. Additionally, she prepares children well for the next stage in their learning. They are learning to concentrate, play together and to manage their own needs. The childminder obtains meaningful information from parents to identify children's starting points. The childminder builds on this information through her observation, assessment and tracking of children's development. She measures their progress and identifies their next steps of learning. The childminder plans for children's development and uses their interests to provide challenging and engaging activities that motivate children to learn and succeed. The childminder completes progress checks for two-year-old children and shares their progress and the identified next steps for learning with parents.

The childminder provides children with a good range of resources in the dedicated playroom. This means children make choices to enhance their play and extend their own learning. The childminder uses good questioning techniques, which motivates children's eagerness to learn. She plans a well-balanced educational programme. Children are encouraged to persevere, for example sticking buttons onto numbers as they develop both their small physical movements and their concentration in completing set tasks. In line with a child's current interest, they also enjoy making telescopes and binoculars. Children laughed and giggled as they placed the cardboard tubes to their eyes as they pretended to find the childminder.

The childminder uses effective teaching strategies and brings concepts into children's play, such as numbers, colours, shapes and early writing skills. Through discussion, reading and talking about story lines, the childminder helps children with their developing communication and language skills. As a result, they become effective communicators. For younger children, the childminder talks about what is taking place to support their language skills and build their vocabulary. Consequently, children are happy and engaged learners who make good progress in this fun and enjoyable learning environment. The childminder regularly shares information with parents and discusses children's progress with them. They contribute to their children's learning record and, as a result, there is a shared approach to children's learning.

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

The childminder establishes secure relationships with children and they demonstrate a close emotional attachment to her. This kind and caring childminder acts as a positive role model to children. They benefit from receiving praise from the childminder for their achievements, which boosts their self-esteem. She helps children to understand how to be kind and considerate to one another and to make friends easily. The childminder supports children to learn about the importance of a healthy lifestyle. For example, they sit at a low-table with the childminder, eat nutritious snacks of fruit and drink water or fruit juice while they engage in conversation together. She provides appropriate support for children, encouraging them to try new and healthy foods. For example, she encourages children to try eating bread sticks as well as a selection of fresh fruit. Fresh air and exercise are included as part of daily routines. Children have access to a garden, where they have use of equipment for physical development. The childminder carries out a risk assessment on the outings children take part in so they remain safe when out in the local community. Children sleep as they need to because the childminder follows their individual routines as closely as possible to make it a home-from-home environment. The childminder teaches children good procedures for washing and drying hands. This helps protect children from the risk of infection.

The childminder takes appropriate steps to ensure the environment is safe and secure. Visual checks of the indoor and outdoor play spaces are undertaken prior to children entering these areas. The environment is safe, welcoming and well resourced. However, although the garden offers children a wide variety of physical play, it does not offer other areas of learning to cater for those who learn best outside. The childminder prepares

children emotionally for their next stage of learning and moving onto school. She uses every opportunity to promote their independence and confidence. Children learn how to keep themselves safe through reminders from the childminder. They are involved in practising the emergency evacuation drill. She also provides close supervision and teaches children how to recognise hazards so they begin to manage their own safety. For example, children are learning that the 'red' tap means there is hot water and may be too hot for them use.

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

The childminder has an adequate knowledge of the Early Years Foundation Stage and her responsibilities to meet the safeguarding and welfare requirements. The childminder fully understands the procedures to follow should she have any child protection concerns. She is aware of the signs and symptoms that may indicate a child is at risk, and has guidelines to follow should she have any concerns. Most required documentation is in place. However, the childminder does not maintain required documentation in relation to the administration of medications. She does not obtain written parental consent prior to giving medicines. Therefore, she does not meet a legal requirement and does not fully promote children's welfare. This means that she does not meet the requirements of the Childcare Register.

The childminder has effective systems in place to monitor the educational programme and children's progress. This ensures that she covers all areas of learning effectively and can quickly identify any gaps in children's learning. The childminder is motivated and dedicated to improving and developing her childminding service. Since her last inspection, she has attended regular training sessions and has successfully achieved a level 3 qualification in childcare. The action and recommendations made at the last inspection are met and have a positive impact on the quality of the childminding provision. For example, her systems for observing and recording children's progress and next steps are now securely in place. The childminder values parents' and children's feedback and seeks this on an ongoing basis. Partnerships with parents are good. The childminder provides them with a wide range of information about their children's care, learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- maintain a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, together with a record of parental consent (compulsory part of the Childcare Register).
- maintain a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, together with a record of parental consent (voluntary part of the Childcare Register).

## 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>	EY391119
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	815964
<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>	21/01/2010
<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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