

<b>Inspection date</b>	03/12/2014
Previous inspection date	14/06/2011

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

### **This provision is good**

- The childminder focuses strongly on developing children's personal, social and emotional development, which successfully promotes their good behaviour.
- The childminder works closely with her co-childminder to assess and promote children's learning and development. She successfully helps children develop confidence and a sense of achievement during their play.
- Children's individual needs are well met because the childminder and her co-childminder work well together to involve parents in children's learning and development.
- Since the last inspection, the childminder has completed additional training that has enhanced her understanding of how to promote children's development.

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

- The childminder does not fully consider how the furniture she uses for children's mealtimes can be adapted to make it safer and more age appropriate.
- On occasion, the childminder's communication with children is overly directive, which means children do not always have the fullest opportunity to think things out for themselves and share their ideas.

## 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 indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parents' comments within documentation.

## Inspector

Catherine Greenwood

## Full report

### Information about the setting

The childminder was registered in 2001. She works with another childminder at the co-childminders home in Farnborough, Hampshire. The whole ground floor of the premises is used for childminding, apart from the ground-floor bedroom. There are toilet and sleeping facilities on the first floor. There is a garden available for outdoor play. The family has pet cats and a parrot. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. The childminder and her co-childminder share the care of the children. There are 12 children under eight years on roll, of which nine are in the early years age range. The childminder also offers care to children aged from the end of the early years to 11 years.

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

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

- strengthen risk assessments to include all furniture children use, to make sure it is appropriate for their age and stage of development, to minimise potential hazards
- maximise all opportunities for children to think things out for themselves and share their ideas.

## Inspection judgements

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

The childminder provides children with a good range of activities and experiences that capture their enthusiasm for learning and motivate them during their play. For example, children feed animals on a small farm and collect leaves during outings to the woods. Children listen attentively to stories during weekly visits to the local library. Their individual needs are well met and they make good developmental progress. The childminder and her co-childminder know children well and work well as a team to observe, assess and promote their development. Consequently, children are beginning to develop the skills they need for the future and starting school. The childminder and her co-childminder regularly share children's learning journals with parents. They talk to parents on a daily basis, to involve them in children's learning and development and ask them to contribute to children's assessments. Consequently, parents are well supported as they implement agreed objectives for children's development, and children experience consistency. The childminder successfully promotes children's learning and development, by introducing additional resources and by closely supporting and guiding children. Consequently, children show confidence and a good sense of achievement, for example, as they correctly match pieces of puzzles. Children develop good social skills due to the good opportunities

they have to play with other children. The childminder focuses strongly on meeting children's individual personal, social and emotional needs. Consequently, children are happy and settled, and often laugh with excitement during their play.

The childminder extends children's vocabulary and teaches them to use new words. She talks aloud during their play and provides guidance, which develops children's listening skills, understanding, and ability to find new ways to do things. The childminder reads children stories that successfully inspire them to talk about what they see. Consequently, children make good progress in their speech and language development. This is particularly evident where some children are below expected levels of development when the childminder first starts caring for them. However, occasionally, the childminder's communication with children is overly directive. This means that, on occasion, children do not have the maximum opportunity to think things out for themselves and share their ideas fully. The childminder successfully promotes children's hand-and-eye coordination and physical development. For example, she organises egg-and-spoon races and opportunities for children to crawl through tunnels, play with bats and balls, and use climbing resources. The childminder provides a good range of activities, such as modelling dough, painting, and collage activities, to promote children's exploration and coordination.

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

The childminder seeks information from parents about children's home routines and she adheres to them as much as possible, to meet children's individual needs. She develops children's independence by encouraging them to try things for themselves and provides support when needed. Children form close relationships with the childminder and other children. The childminder is observant of children's behaviour and quickly intervenes when needed, to diffuse any minor conflict. She explains to children about the importance of not taking resources from other children during group activities. Consequently, children are well behaved, quickly cooperate when asked, and are well mannered and polite. The childminder successfully meets children's emotional needs, which helps them move smoothly between their home and her provision.

The childminder and her co-childminder work well as a team, and with parents, to support children to manage their personal needs. Consequently, children develop good self-help skills as they learn to use the toilet. Children's good health is promoted through regular outings to parks and woods, and by opportunities to play in the co-childminder's garden. The childminder asks parents to provide all meals and snacks for children. She reheats food so children are provided with a warm meal, according to parents' requests. She talks to parents about food provision, to make sure children are provided with a nutritious and well- balanced diet. Children have access to a good range of indoor and outdoor, age-appropriate play equipment, that motivates them during their play. The childminder makes good use of the resources to promote children's learning; for example, she encourages children to choose books, which she shares with them to promote their language development. Children are beginning to learn about their own safety. The childminder plans and carries out regular evacuation practices, which develops children's awareness of

what to do in the event of a fire. The childminder works effectively with her co-childminder to include all children in activities. She has a good knowledge of children's individual needs and regularly praises children during their play, which helps them to feel good about themselves. The childminder embraces children's home languages, which enables all children to learn about differences in the world. Together with her co-childminder, she has obtained additional play equipment and labelled resources in other languages.

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

The childminder has a good knowledge of safeguarding procedures, and knows what action to take if she is concerned about a child. She has recently attended additional safeguarding training, which has refreshed her knowledge of signs and symptoms of harm, and of referral procedures. The childminder uses written risk assessments for the premises and outings, to reduce most hazards and maintain children's safety. She supervises children extremely well at all times and stays next to them when they sit on high breakfast-bar stools for activities and mealtimes. However, the childminder has not considered providing a low-level table and chairs that are more age-appropriate, to reduce the risk of any accidents. The premises are safe and secure, and suitable for the age of children cared for and the activities provided. The childminder has nearly completed a CACHE level 3 training course in Early Learning and Childcare. This has helped her to gain confidence in providing activities related to all areas of learning, so that children can take risks within safe limits. For example, she now allows children to climb to a higher level on the climbing apparatus, whilst staying close to them. Consequently, children are provided with more challenge and they feel good about their achievements.

The childminder and her co-childminder regularly discuss how they can adapt activities so that children experience activities that provide sufficient depth and breadth. She works closely with her co-childminder to obtain additional resources to meet children's individual needs and provide them with challenge. Since the last inspection, they have provided musical instruments, battery-operated computers, and a dressing-up box, to promote children's imaginative play. The childminder fully understands and meets the requirements of the Early Years Foundation Stage. Self-evaluation is good and actions and recommendations made at the last inspection have been met. The childminder and her co-childminder regularly get together to share information about children's progress, to check that all children are reaching expected levels of development. The childminder now makes effective use of children's next steps for learning to plan activities. She reviews the quality of the provision through discussion with her co-childminder, and has made changes that have improved outcomes for children. She has developed children's exploration of media by, for example, providing opportunities for children to explore shaving foam, and to mix colours during foot-painting activities. The childminder now seeks, and records, parental consent for children to receive emergency medical treatment. She also holds a current, appropriate, first-aid certificate. Partnership working with parents and other professionals is good. The childminder keeps parents well informed about the activities and experiences their children are involved in. She establishes effective communication with other

agencies, such as Portage workers, to identify all children's needs and help them to make progress. The childminder liaises with schools and pre-schools that children attend, to complement and promote continuity in their learning and development.

### **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>	150848
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	814165
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/06/2011
<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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