

<b>Inspection date</b>	03/12/2014
Previous inspection date	10/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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'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.
- Children make good progress because the childminder makes good use of children's interests during activities and extends their learning by asking open questions.
- Children are provided with a good range of indoor and outdoor resources and activities that motivate them during their play.
- Since the last inspection, the childminder has completed additional training that has successfully developed her understanding and ability to assess and promote children's learning and development.

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

- The childminder does not fully consider how the furniture she uses for children's mealtimes and activities can be adapted to make it safer and more age appropriate.
- The childminder does not always make mark making and creative resources easily accessible for children to use independently, to further promote their pre-writing skills and sensory development.

## 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 lives with her three children in Farnborough, Hampshire. The childminder works with another childminder and shares the care of the children. The whole ground floor of the childminder's house is used for childminding, apart from the ground-floor bedroom. There are toilet and sleeping facilities upstairs. There is an enclosed garden for outdoor play. The family has pet cats and fish. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are 12 children under eight years on roll, of which nine are in the early years age range. The childminder collects children from a variety of local schools and pre-schools.

### 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
- increase the range of accessible mark making and creative resources, to further promote children's pre-writing skills and sensory development.

## Inspection judgements

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

Children's individual needs are well known and met. The childminder and her co-childminder work well together to involve parents in children's learning and development. The childminder encourages parents to take children's learning journals home on a regular basis and contribute comments about children's individual achievements. Consequently, there is a unified approach to promoting children's next steps for learning. The childminder identifies and records aims for promoting children's development each week. She uses this information to plan activities that relate to children's interests and identifies how they will promote all areas of their individual learning. Consequently, children are provided with challenge and experiences that stretch their existing abilities and help them make good progress. This helps to prepare them for their future and starting school. The childminder has a good knowledge of children's development, which she uses to promote and extend their learning. For example, children develop good hand and eye coordination. They show great excitement as the childminder encourages them to catch small toy butterflies in nets expelled from a battery-operated container. The childminder provides plenty of time for children to repeat activities that capture their attention. She encourages and supports children when they use the resources and she asks questions that extend

children's learning. For example, they learn to recognise colour and count in numerical order. The childminder talks aloud during children's play and she introduces new words that successfully extend their listening skills and vocabulary.

The childminder has a good knowledge of children's individual interests, and provides related resources that promote their exploration and imagination. For example, she knows they like playing with vehicles, and a toy kitchen, which she makes easily accessible at all times. She dedicates her time to joining in children's play, and provides varied activities and resources that help them to enjoy learning as they make new discoveries. For example, children make fairy cakes, dress up for Hallow'een, and create designs using pumpkins. Consequently, children are motivated in their play and persist with using the resources. The childminder provides children with a good range of adult-led art and craft activities; for example, children use paint and cut fruit and vegetables, to make prints and patterns. There are well-organised and varied art and craft resources available in drawers and storage units in the kitchen. However, children's sensory development and pre-writing skills are not enhanced fully through opportunities to use these resources independently, to practise what they have learnt.

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

Children are happy and settled and form close relationships with the childminder and other children. The childminder regularly takes children to local groups, such as the library. This provides good opportunities for them to interact and develop their social skills in a different environment. Consequently, children develop confidence as they learn how to participate and behave during large-group activities. The childminder has a patient and respectful approach towards the children and clearly explains everything to them. Consequently, children are well behaved and co-operative. They move smoothly between their homes, school and the provision, because the childminder successfully meets their individual emotional needs. Children's good health is promoted through regular outings to parks and woods, and by opportunities to play in the childminder's garden. The childminder asks parents to provide all meals and snacks for children. She talks to parents about food provision, to make sure children are provided with a nutritious and well-balanced diet. She reheats home-cooked food that children bring, so they are provided with warm meals according to parents' requests. The childminder identifies and adheres to children's individual dietary needs, records details, and stores their food separately, to prevent any risk of allergic reaction.

The childminder provides children with a good range of indoor and outdoor play equipment that is varied and sustains their interest and motivation during their play. She makes good use of the rooms available in her home, including the kitchen. Consequently, children are provided with plenty of space to explore and use the resources. Children are beginning to learn about their own safety. For example, the childminder helps them use the steps to the lower part of her garden safely. Children are beginning to develop a positive awareness of differences in society as they play with resources that reflect diversity. For example, when using puzzles, the childminder talks to them about the

people from different backgrounds that they see depicted.

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

The childminder has a good knowledge of child protection procedures and knows what action to take to safeguard children's welfare. Since the last inspection, she has attended additional safeguarding training, which has updated her knowledge of child protection procedures. Children are kept safe and secure within the premises. The childminder completes written risk assessments for the premises and outings. She is vigilant about identifying most hazards and reducing risks to children's safety. For example, she puts non-slip mats under rugs in the sitting room and makes sure that the play area is kept well organised. She recognises that this is to prevent children tripping and hurting themselves on the tiled floor. However, under the childminder's extremely close supervision, children regularly sit on high breakfast-bar stools for activities and mealtimes. The childminder has not fully assessed the risk in this practice, to consider the use of safer, more age-appropriate equipment. The childminder and her co-childminder work together effectively to ensure children are well supervised at all times. The childminder fully understands and meets the requirements of the Early Years Foundation Stage. She regularly shares information about children's progress with her co-childminder, to identify that children are reaching expected levels of development. The childminder has nearly completed a CACHE level 3 training course in Early Learning and Childcare. This has enabled her to evaluate activities more effectively and change the resources to further promote children's learning and development. For example, she has re-organised the books so they are more accessible and varied, which has promoted children's interest in looking at books independently.

The childminder closely monitors children's progress and ensures any gaps are narrowed for individual children identified as being in need of support. She works effectively in partnership with parents and other agencies involved with children and their families. For example, she shares information about aims for children's development with Portage workers. She uses this communication to identify and confirm that children are making good progress in relation to their developmental starting points. The childminder liaises with schools and pre-schools children attend, to meet children's individual needs. The childminder generally makes effective use of self-evaluation. She reflects on the quality of the provision and adapts most aspects of her practice. Recommendations made at the last inspection have been implemented. The childminder has successfully developed ways of completing observations and assessments so that children's next steps for learning are linked to planned activities. Consequently, children's individual needs are well met. The childminder now plans activities that promote children's awareness of differences in society. She provides maps of different countries and discusses with children where their extended family live. The childminder invites parents to come into her home dressed in traditional clothing. In addition, the childminder has labelled toy boxes and cupboards in French and provided resources that promote children's communication and use of other languages. For example, puzzles, DVD's and a toy battery-operated telephone.

Consequently, children feel valued and included.

### **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

<b>Unique reference number</b>	112777
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	817020
<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>	10/03/2009
<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.

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.

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