

Inspection date

Previous inspection date

22/01/2013

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

- The childminder works closely with parents and provides them with good support to meet children's individual needs.
- The childminder makes good use of observations and assessment to help children make good progress in relation to their developmental starting points.
- The childminder has a caring and responsive approach to children's care needs, which enables them to feel safe and secure in her care.
- The childminder provides children with lots of praise so they feel good about their achievements.
- Children show good independence and motivation in their play, as they choose and use resources, because the childminder stays near to them and provides a secure base from which they can explore.

It is not yet outstanding because

- The childminder has not yet fully considered how to further encourage and support children's responses to picture books, for example, through the provision of books with accompanying CDs and story sacks.
- The childminder not yet considered how to strengthen the opportunities for children to make links in their learning and make decisions about how to solve a problem, by consistently talking aloud and describing their actions.

- Children's sensory development is not fully enhanced through regular opportunities to use a wide range of media and materials, to explore colour, texture and space.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 childminders 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 parent's comments within documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2012. She lives with her four children in Fleet, Hampshire. The premises is situated close to shops, parks, schools and public transport links. The ground floor of the home is used for childminding and an upstairs bedroom for sleep

purposes. The garden is available for outside play and the family have a pet dog. The childminder provides care Tuesday to Friday for most of the year. The childminder provides support for children who are learning English as an additional language. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 5 children under eight years on roll, of whom 4 are in the early year's age group. The childminder also offers care to children aged eight to 11 years. She is able to collect children from the local school and attends several toddler groups on a regular basis.

What the setting needs to do to improve further

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

- consider how to further encourage and support children's responses to picture books, for example, through the provision of books with accompanying CDs and story sacks
- strengthen the opportunities for children to make links in their learning and make decisions about how to solve a problem, by consistently talking aloud and describing their actions
- increase the opportunities for children to develop their senses, through access to a wider range of materials, resources and to explore colour, texture and space.

Inspection judgements

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

Children have uninterrupted time to play and explore, which promotes their independence and confidence in developing new skills. The childminder pays attention to how children engage in activities and provides guidance and encouragement when needed. Consequently, children quickly achieve new skills, for example, as they independently climb on and off a bouncing zebra. The childminder stimulates children's interest through shared attention, as she sits near to them during their play and creates simple games, for example, using a toy train. However, she does not always talk aloud to help children think and control what they do. This reduces the opportunities for children to make links in their learning and make decisions about how to solve a problem.

The childminder makes good use of observation and assessment to plan a range of activities that promote children's enthusiasm for learning. She introduces games, such as

simple puzzles, which are beginning to capture children's interest and promote their ability to persist with activities. Children make good progress in relation to their developmental starting points. The childminder identifies the different ways that children learn and has a flexible approach to the choices they make in their play. She provides plenty of time for children to achieve their aims, as they choose to spend large amounts of time transporting play equipment around in the sitting room and dining room. Consequently, children pay attention to details and show independence and motivation in their play. This helps them to be well prepared for their future and starting school. Children experiment with using sounds and words to communicate during their play, which the childminder tries to interpret. She builds children's vocabulary by giving choices, for example, as she asks them if they want blueberries at snack time. Babies babble and make noises during their play and some are attempting to say other children's names. The childminder has asked parents for a few words in children's home languages, which she plans to introduce with all the children. This will promote their confidence with using their home languages in their play.

The childminder attempts to look at books with children and introduces ones that make sounds, to try and capture their interest. Children take the books off the low shelf in the childminders home; however, they have not yet fully developed an interest in looking at books. This is because the childminder has not yet considered how to further encourage and support children's responses to picture books, which somewhat restricts children's interest. For example, through the provision of books with accompanying CDs and story sacks. Some children show a great interest in how things work. For example, when the childminder shows them how to operate a toy shop till, they repeatedly press the buttons to make it work. Children play imaginatively as they use toy combs and hairdryers, to pretend to do their hair. They enjoy taking part in occasional rhyme time sessions at the library, where they are beginning to join in some of the songs they like. Children make marks as they draw and squeeze and feel media, such as modelling dough. However, they do not have access to a wider range of materials and resources to fully explore colour, texture and space, which reduces their sensory development.

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

Children who have just started at the provision are beginning to interact with others during their play, for example, as they give babies plastic cutlery from the home corner. The childminder praises them when she sees their attempts and encourages them to say other children's names. Consequently, they are beginning to develop friendships. Most children are cooperative and well behaved. The childminder talks with parents about how to manage occasional frustrations, for example, with sharing. This has helped children overcome minor difficulties. The childminder sits near to children during their play, observes what they do and praises them when they achieve a new skill. For example, when they learn to open a toy shopping till, the childminder tells them how clever they are and claps her hands. Consequently, children feel good about their achievements, which can be seen as they also clap their hands independently at other times when they are successful. Children show good independence and motivation in their play, as they choose and use resources, because the childminder stays near to them and provides a secure

base from which they can explore. They quickly form positive relationships with the childminder, which can be seen as they attempt to balance on their head and initiate games of 'peek a boo'.

The childminder provides healthy food for children. This includes fresh fruit at snack time, and mostly homemade cooked meals at tea time. The childminder has completed a level 2 qualification in Food Safety, which has enabled her to revise her existing knowledge of food temperatures and preparation. This helps to protect children from cross infection. Children have access to a good range of age appropriate indoor and outdoor activities that promote their physical development. Some children particularly enjoy using the ride on toys and small slide, which help to develop their balancing skills. Children are beginning to understand about their own safety and the importance of holding the childminder's hand, when walking to and from the car. Children's individual needs are well met. The childminder adheres to children's home routines and discusses children's care with parents. For example, babies are wrapped up warmly and sleep outside in a buggy in the garden. The childminder is observant and responsive to the different personalities in sibling children she currently cares for, particularly in relation to their confidence and behaviour. There are some resources, such as dolls and books available that promote children's developing awareness of diversity.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the child. The premises are safe and secure. Children's safety is maintained through the use of risk assessments. The childminder constantly re-appraises both the environments and activities to which children are exposed and makes necessary adjustments to secure their safety at all times. For example, she ensures the garden side gate is always locked. The childminder has recently enrolled on a training course to complete a National Vocational Qualification at level 3 in childcare, to further improve her practice. She makes regular use of learning and development guidance to plan activities and monitor how children are making progress towards the early learning goals. This ensures that children are provided with sufficient challenge and reach expected levels of development.

Self-evaluation is generally good. Since registration, the childminder has improved her knowledge of current regulations and guidance, through reading related documentation. As a result, she has created learning journeys for each child, which include a summary of their progress every twelve weeks. These are shared with parents, which has enabled a unified approach to promoting children's learning. The childminder has completed the Ofsted self-evaluation form, which has improved her focus on the strengths and most weaknesses of the provision. For example, she has plans in place to provide children with a wider variety of outdoor experiences and outings to toddler groups. The childminder discusses policies and procedures with other childminders, which helps her to include all necessary information. For example, the use of mobile phones and cameras is included in

her safeguarding policy. The childminder establishes effective communication with other providers, to identify children's needs. For example, she has approached the nursery that one child attends and asked them to share information about children's progress. This will enable children to receive continuity in their care and learning. The childminder provides lots of support for parents, particularly in relation to taking children to health appointments, where parents are not able to attend.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY450284
Local authority	Hampshire
Inspection number	809893
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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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 that are usually their 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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