

Inspection date

Previous inspection date

25/04/2014

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 are confident and motivated to learn as they develop close bonds with the childminder who enjoys getting involved in their play.
- The childminder plans effectively and provides children with a variety of play and learning experiences. Consequently, they make good progress across all the areas of learning.
- The childminder establishes good relationships with parents. This helps her to meet children's needs and involves parents in their children's learning and development.
- The childminder uses self-evaluation well to identify ways of further promoting children's care and learning, which continuously improves outcomes for children.

It is not yet outstanding because

- The childminder has not engaged effectively with other providers to work together to fully promote children's learning outcomes.

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 activities in the home and had discussions with the childminder and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, and information provided to parents.
- The inspector took into account the views of parents as expressed in written accounts left for the inspector.

Inspector

Jacqueline Munden

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two school age children in a house in Newport on the Isle of Wight. All areas of the home are available for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three children in the early years age group on roll.

What the setting needs to do to improve further

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

- strengthen partnerships with other providers involved with children's care and education to fully promote a joined-up approach to meeting children's needs.

Inspection judgements

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

Children make good progress and develop their future skills through a variety of good quality play and learning experiences, both within and outside the home. For example, they learn about the natural world on trips to a local woodland area. The childminder has a good understanding of the areas of learning covered during the play activities she provides. She effectively creates specific areas for children to play and develop skills such as a 'snow cave' under the dining table. She equips the cave with large animal soft toys of the type that live in snowy conditions, such as penguins and a snow leopard. This allows children to engage in imaginary play and learn about where animals live. She uses shredded paper for the snow, which stimulates children's interest in exploring their senses as they grab, squeeze and listen to it rustling.

The childminder is enthusiastic and plans many enjoyable activities that include children's interests. These promote all areas of learning and in particular, children's language development. Young children that enjoy water play, happily play for long periods exploring the small soft balls in the water tray. They develop coordination as they pick up the balls with their fingers and experiment with the various utensils the childminder provides. The childminder demonstrates how to pour water through the sieve. Children beam with delight as they copy the action. The childminder compares this to looking like a shower and asks 'do you have a shower?' The childminder skilfully helps children to develop language and communication skills through effective and purposeful interaction. Children listen intently to the childminder's narration of what they are doing and respond to her questions. As a result, they are confident to speak and attempt to say words such as splash. The childminder gently repeats words children miss-pronounce and encourages them to repeat it correctly. The childminder makes sure she is at the children's level when

speaking and listening to encourage them to communicate. She talks to the children about what the objects feel like to increase their understanding, 'the balls feel like jelly' for example.

The childminder promotes children's mathematical skills by using numbers in their play. She says 'you have scooped up lots of balls, can you get just one?' Children develop a love of books through reading with the childminder and on visits to the library. Children benefit from going to a 'rhythm and rhyme time' session with the childminder, which helps them develop early literacy skills. Through discussion, the childminder shows a good understanding of how to support children who are learning to speak English as an additional language. The childminder works very closely with parents to support children's learning needs. Parents share information with the childminder about their children's starting points during initial meetings. The childminder continually develops her knowledge of children's abilities through her observations of their play. She makes precise assessments of children's levels of development and plans effectively to help children progress. Parents keep the childminder up to date with their child's progress at home by regularly completing the daily diary. The childminder fully understands the requirement regarding the progress check on children's development when they are aged two.

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

The childminder provides a very warm, welcoming, and nurturing family environment. Children are totally at ease and feel secure in her care; they are happy and ready to learn as a result. The children have very good relationships with the childminder and turn to her readily for cuddles and comfort. The childminder very effectively supports children's emotional well-being. Children feel valued and develop high levels of self-esteem, as they are included in the daily routine. For example, children select the plate from the cupboard they want to have their fruit on at snack time. Children's behaviour is good as they are interested and engaged in their play. They respond well to the childminder's gentle and consistent reminders to say 'please' and 'thank you,' which helps them to develop good manners and to respect others.

The childminder helps children to become independent in their self-care, moving children on to the next stage when ready. For example, children progress to an open cup to drink from and use a spoon and fork to eat with. She takes children to groups where they build confidence and social skills. These measures help to prepare children for their future learning. The childminder takes some suitable steps to work with other providers that children attend. For example, she reads the daily diary sent home from nursery. However, the childminder and nursery do not share the planned next steps for children to promote their learning and development fully.

Children show a good understanding of safety. They understand the need to sit when they eat and they learn to cross the road safely when they are out walking. The childminder explains to them that the towels on the floor will help to keep it dry so they do not slip as they play with water. The childminder effectively supports children in developing a healthy lifestyle. Children follow effective hygiene routines and she reminds them to drink

frequently to keep hydrated. Children develop healthy bodies and develop physical skills as they play and exercise each day outdoors. The wide range of resources meets the developing needs of all children very well. The childminder makes sure the play equipment is easily available for children to make choices. She is inventive and makes many resources with the children. For example, children put various items into plastic bottles to make maracas. As a result, children see their efforts are valued and they are interested to play and explore the sounds their instruments make.

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

The childminder is very clear of her duty to safeguard children and to meet the safeguarding and welfare requirements. She has completed training in child protection and responds promptly and effectively to any concerns, she has about a child. The childminder carries out comprehensive risk assessments regularly to ensure that children are safe in the home and on outings. All aspects of the childminder's provision are well organised so children can play safely. She maintains all the required documentation and follows safe procedures, which helps to promote the safe and smooth running of her service.

The childminder demonstrates a very good understanding of the learning and development requirements. She monitors children's development to help her ensure the educational programme is highly effective. The childminder develops very positive partnerships with parents. There is a good daily exchange of information with them, which means she can cater for each child's needs. Parents report they feel the childminder is very welcoming, flexible and accommodates their different shift patterns. Their children are 'keen to get in and play when we arrive at the childminder's house.' The childminder provides parents with a wide range of information including policies and procedures and information about the Early Years Foundation Stage. This helps to make sure parents are clear about her service. Through discussion, the childminder shows she is clear that she will work with other professionals to support children with special educational needs and/or disabilities.

The childminder uses efficient systems to evaluate her practice. In the short time since registration, she has sought the opinions of parents and finds out what children like by offering a choice of activities. The childminder is active in constantly increasing her already good knowledge and skills through methods such as training. She has recently attended a course entitled 'Terrific Two's,' which has helped her to better understand the specific needs of children in this age group. The childminder implements what she has learnt to improve outcomes for children. For example, she has developed treasure baskets to promote young children's sensory skills. The childminder demonstrates a strong commitment to making improvements, which has a positive impact on the outcomes for children's learning and well-being.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY468831
Local authority	Isle of Wight
Inspection number	941724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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, 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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