

Inspection date

Previous inspection date

11/06/2014

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

- Teaching is good because the childminder asks open-ended questions to promote thinking skills and follows children's interests.
- The childminder is warm and caring and provides a nurturing environment where children feel emotionally secure.
- The childminder promotes children's good health and self-care well. Her home is clean and well maintained and effective routines are followed to prevent the risk of cross infection.
- Children are developing good social skills because the childminder teaches them to cooperate, share, take turns and negotiate as they play.

It is not yet outstanding because

- Parents' views are warmly welcomed, however, there is scope to extend opportunities to share information, so that parents are more involved with children's learning and encouraged to support their learning at home.
- There is scope to improve children's awareness of what additional resources and activities are available to them.

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 indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector viewed and discussed with the childminder regulatory documentation
- regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16 years old.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and five children in a Church Crookham, Hampshire. The property is close to local schools and amenities and there is a park nearby. The whole of the home is used for childminding, with toilet and sleeping facilities available on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is one child on roll who is also in the early years age group. The childminder also offers care to children aged from five to 11 years. The family have three cats and a dog as pets.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to contribute more information about what children do at home, and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning
- develop a system where children are able to use a picture reference system to easily choose additional resources for themselves.

Inspection judgements

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

The childminder has a good understanding of how children learn and the quality of teaching is good. Ongoing observations are completed and the childminder uses information gained from them to make an accurate assessment of their achievements. She has also successfully completed assessments on children who are aged two years old. As a result, she is able to demonstrate a good knowledge of individual children's stage of development. She knows what their interests are, what they can do and what the next steps in their learning are. This ensures children's learning is matched to their individual needs and the childminder is able to provide activities that promote their development and which children enjoy. The childminder is clear about children's starting points because she makes an effective baseline assessment for each child. As a result, children are making good progress in their learning and development. The childminder talks with parents each day about their child and she ensures parents see their child's development records regularly. However, there is more scope to encourage parents to share their observations of what they see their children achieving at home. This will help parents to be more involved in their child's learning at home and will further aid children's progression.

Teaching is good because the childminder asks open-ended questions to promote thinking skills and follows children's interests. She encourages children to test their ideas and asks them to predict the outcome. For example, she asks them how they can make an underwater picture. One child suggests that they paint the background blue. Another child decides to count the number of blue marks on the paper quite spontaneously. The childminder then extends children's learning by asking them if they can make a certain number of marks by adding more blobs to the paper. Consequently, children are displaying characteristics of effective learning because they are creating and thinking critically. Children are fostering an interest in books because the childminder provides them with a good range of books. They choose their favourite story book and cuddle up to the childminder while she reads the story. The childminder asks lots of open-ended questions to encourage children's language skills. She is skilful in encouraging children to develop conversations through talking about things that are of interest to them. The childminder understands the importance of preparing children for the next stage in their learning and readiness for school. Personal, social and emotional development is promoted effectively by the childminder because she encourages the children to be independent and plays lots of games to support turn taking and sharing. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

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

The childminder is warm and caring and provides a nurturing environment where children feel emotionally secure. Children are settled and confident and approach the childminder with much affection. Although the children are relatively new to the setting, the childminder already knows them well. For example, she knows their likes and dislikes and knows the signals the younger children give when they are tired or hungry. The childminder works successfully with parents to gain information about each child's needs, routines and interests. This supports children well in the making the move between home and her care and reassures parents that their child's needs are met.

The childminder has developmentally appropriate expectations for good behaviour. She gets down to children's level when speaking to them, explains things to them and respects their choices. As a result, children know what to expect and their behaviour is good. Children are developing good social skills because the childminder teaches them to cooperate, share, take turns and negotiate as they play. Their learning is further extended as they visit local groups and places of interest where they learn to socialise with children and adults away from the childminder's home. The childminder talks to them about safe practice, such as road safety and she includes them in emergency evacuation drills. Consequently, they have a growing understanding of how to keep themselves safe.

The childminder promotes children's good health and self-care well. Her home is clean and well maintained and effective routines are followed to prevent the risk of cross infection. Parents provide their own child with meals and snacks. The childminder helps children to make healthy choices through discussions and planned activities. Drinking water is always available and the childminder regularly reminds children to drink plenty particularly when the weather is hot. The childminder is very enthusiastic about the benefits of outdoor play

and makes good use of her inviting outdoor area to provide a wide range of play opportunities for children to enjoy while being in the fresh air. Children are provided with a wide range of resources to develop their large muscle control and coordination as they have opportunities to use sit and ride toys and scooters. Resources are good quality and plentiful. Children have plenty of opportunities to choose what they would like to play with which aids their independence. However, children may not know what other resources are available to them as some are stored out of easy view to them.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She has a secure knowledge of safeguarding and is confident with the measures to take should she have any concerns about children within her care. A range of effective policies and procedures provides a clear focus on children's welfare. The childminder ensures that all parents view all of this essential documentation. All necessary and additional permissions to support children's well-being are in place. She maintains all required records including those for medication, accidents and attendance. Thorough risk assessments enhance children's safety and support the childminders vigilance to protect children in her care. The childminder promotes children's well-being effectively. This is because the premises are secure and robust and safety and security procedures make sure children are well protected. Consistent collection procedures ensure children are collected by a known adult.

The childminder efficiently implements and monitors the activities on offer to children to ensure children make good progress. She ensures that her practice is fully inclusive to support the needs of the children who attend the setting. The childminder is committed to developing her skills through training and has completed all required training courses. The childminder has effective systems of self-reflection, which clearly identify the setting's strengths and areas for future development. For example, the childminder recognises that her own garden has some areas to be developed. Such as adding a gazebo so that children are able to play outside in all weathers. In addition, the childminder links with other childminders to further develop her practice. Consequently, outcomes for children are continually improved.

The childminder takes care to build relationships with parents and obtains useful information about the children. Valuable details such as care routines, likes and dislikes, family members and favourite resources, are shared through discussion and included in child information records. Further information is discussed on an ongoing process, ensuring that those involved with the children have good understanding of the child's changing needs. Parents also have a say about the provision through questionnaires and children's views are actively sought. Therefore, children and parents are involved in the evaluation and assist in the continuous improvement of the childminder's service.

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	EY470325
Local authority	Hampshire
Inspection number	948218
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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