

Inspection date	13/09/2012
Previous inspection date	11/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- There is close supervision, interaction and attention to encourage and develop children's play and a high level of awareness of children's capability and progress.
- Team work is strong and supportive between the childminders and assistant, clear dedication to children's learning.
- Good use of space indoors with a wide variety of choice of activities and freedom of movement.

It is not yet outstanding because

- Outside area does not stimulate or inspire children as there are no resources to encourage exploration of the natural world.
- Links with parents are strong and benefit children's development, but not all are highly successful.

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

- Inspector had an initial discussion with the provider
- Observations carried out
- Review of documentation

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2007. She works jointly with another registered childminder in the basement of her mother's home in the Fareham area of Hampshire. All areas of the basement flat are used for childminding. There are two playrooms and a separate kitchen and toilet facilities; there is a fully enclosed hard surface outside play area. Access to the basement is via steps. The family home includes a dog who remains on the ground floor only. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for 11 children on a full and part-time basis. Seven children are in the early years age group and 4 older children attend before and after school. The childminder is able to walk to local schools to take and collect children. The childminder is a member of the National

Childminding Association and she holds a level 3 childcare qualification. She is also part of an accredited childminding network for funded education places for two and three-year-old children.

What the setting needs to do to improve further

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

- Develop the use of the outdoor area to give opportunities for investigations of the natural world.

Inspection judgements

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

The childminder includes a wide variety of activities to interest and engage children during their care. She has developed a fully child-centred environment indoors to encourage children to make choices and select resources. Children move freely, showing they are settled and secure. They often take the lead in making decisions and the childminder follows their interests and facilitates their learning. Children play with different textured items and compare size and shape, recognising and explaining when some items are smaller than others. The childminder encourages children's conversations and increases their language skills. For example, introducing words like 'moustache' when they are making faces with their pieces of fruit at snack time. Children use knives and practise skills of cutting their own fruit; they have close supervision and show confidence and strong levels of ability.

The childminder has a secure understanding of children's different levels of learning; she recognises their skills and preferences and plans activities accordingly. For example, outings are organised in advance because one child needs opportunities for extended physical play and movement. The childminder is assessing children's progress and using information gained through observations and regular links with parents. She highlights children's achievements and plans their next steps in learning with their parents. Naturally including differentiation through everyday activities, for example, when trying to extend children's concentration span, the childminder chooses shorter stories to hold the attention and interest of individual children. The childminder has effectively understood the revised Early Years Foundation Stage and clearly recognises prime and specific areas of learning. She is including written assessments for all children and has already planned to include assessments for two-year-old children. Parents share all information about children's progress and make contributions.

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

Children show competent skills of communication with the childminder and her assistant. They are very settled and have developed relationships with each other, showing strong attachment and emotional security.

They are clearly making progress in their physical development and effectively gaining skills of managing their own personal needs. Children know about hand washing and they willingly follow the regular routines. There are picture signs and reminders in the bathroom and all children have individual towels. There are steps and toilet seats to enable children to manage. Children are eager for physical play outside, learning to catch and throw balls. They are keen to spend time in the secure courtyard, although there are no opportunities in this area for children to explore and investigate the natural world.

Children understand the routines of the day and time line pictures, displayed at child level, remind them of what happens next. The childminder and her assistant prepare children for what will happen in five minutes, giving them time to finish activities, or to tidy toys. Children are encouraged to be independent and they show responsibility and cooperation, finding where toys belong and placing them in the correct container. They learn about risks when walking close to roads because the childminder encourages children to think about when it is safe to cross. Children show they are happy and understand the routines of the day because they recognise when they are tired and settle to sleep readily.

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

The childminder has a clear understanding of the requirements of registration and she has also developed a high level of awareness of the revised Early Years Foundation Stage. She has attended advanced child protection training and is fully aware of raising any concerns. The childminder works very closely with her assistant and a joint childminder; all documentation is in place and up to date. There is a consistent and committed attitude to working as a team and involving parents at every opportunity. All necessary information is shared on a daily basis and parents are provided with up-to-date information through displays and recent reports. The childminder is continuing to update and develop her knowledge of promoting children's learning, she attends training courses with her assistant. The childminder is evaluating her practise and setting challenges, for example, she has increased the age group for funded education places. The childminder has developed strong links with other agencies to promote and advance children's individual development. She has received clear acknowledgement of children's successful transition to school following the individual support provided by the joint childcare arrangements.

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
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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	EY343130
Local authority	Hampshire
Inspection number	882507
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	11/02/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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