

Inspection date

Previous inspection date

19/11/2012

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 experience warm relationships with the childminder which help them to feel secure and settled.
- The indoor environment is welcoming and well-resourced. Children are making good progress in their learning.
- The childminder enthuses children through her friendly interactions, taking many opportunities to challenge them in their learning.
- Children show good levels of independence and curiosity.
- The childminder prepares interesting activities for children which excites their interest.

It is not yet outstanding because

- the childminder is not fully extending play, learning and exploration opportunities in the garden to complement other learning experiences.
- partnerships with parents are not yet fully embedded to enable them to fully contribute to their child's continuous learning and development.
- opportunities to support children's play and extend their learning in speaking and listening through the use of props and puppets have not yet been fully embraced.

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 activities in the main room, the kitchen and in the garden.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of a parent spoken to on inspection.

Inspector

Anneliese Fox-Jones

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband, their toddler and one school age child. They live in a house in the Beggarwood area of Basingstoke, in Hampshire, close to local schools, parks and shops. The whole of the childminder's house is used for childminding purposes. There is a garden space available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range.

What the setting needs to do to improve further

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

- consider ways to further develop the system for sharing information with parents in order to help them support, contribute and extend their child's learning and development
- introduce the use of props and puppets to encourage children to listen and respond when reading from a story book or singing a familiar song together
- strengthen opportunities for children's play and exploration outdoors further by arranging a flexible space where children can build, move, role play and explore in different ways across all areas of learning.

Inspection judgements

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

The childminder is beginning to develop a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage to plan activities and ensure that children make progress in their learning. She has started to record detailed observations and assessments and is using these in identifying children's next steps in their learning. There are regular opportunities for parents to discuss and view their children's learning records. However, systems to enable parents to fully contribute to their child's ongoing learning and development are not yet well embedded. The childminder has yet to fully implement the assessment check of two year olds. However, she successfully uses observations to be able to identify what the children in her care are able to do. The childminder provides support and praise to confirm children's achievements. Consequently, they develop confidence and self-esteem. Good information is available for parents about the childminder's service, such as written policies and procedures. The childminder provides ongoing feedback about children through photographs, verbal feedback and access to the children's progress records.

Opportunities for children to become aware of communication, language and mathematics are provided through daily routines and in many play activities. Children access many interesting resources which support their development. The childminder uses simple puzzles, flash cards and stories with children and talks about the pictures to help them to increase their vocabulary and start to think for themselves. She also responds to young children's attempts to make conversation, supporting them to develop their thinking,

understanding and ideas through play. However, there are fewer opportunities for children to use their imaginations, as the childminder has yet to consider using story bags, props or boxes filled with interesting items to spark children's storytelling ideas or to represent their favourite stories or songs. Nonetheless, children really enjoy the experience of finding hidden objects, for example, in a tray of lentils. Children are supported to use chunky tweezers to fish out the objects and they show great delight when they find each item. Regular visits to toddler groups, parks, the library and shopping experiences further promote children's learning and enhance children's opportunities to develop social skills and make sense of the world.

The childminder engages with children effectively as they can easily access a range of toys and resources which support their development in the seven areas of learning. The childminder offers good support to children in order to promote their learning through play, such as sorting socks, painting, and sharing books together. The childminder promotes an inclusive environment and through her good interactions, she increases children's awareness of different concepts, such as basic colours, shapes and new words. This effectively promotes children's development of future skills. Many opportunities exist for children to be physically active on a daily basis to develop their coordination, control and movements. However, the current presentation of the outside learning environment means children experience slightly fewer opportunities to support all aspects of children's development. Young children show delight in exploring simple equipment, requiring them to press and push buttons and turn equipment on and off, such as the toy vacuum cleaner and the till. Overall, children receive positive levels of attention which supports their individual care and preparation for their future.

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

Children's welfare is promoted well and effective procedures meet the welfare requirements. Children are developing a good awareness of being healthy. They are offered a variety of balanced options, such as healthy snacks and cooked meals. Drinks are readily accessible at all times. Children are able to get outside in the fresh air each day. They regularly play in the garden or at local parks to develop appropriate physical skills. Children are kept safe within the setting because the childminder supervises closely. They are also beginning to learn about keeping themselves safe when the childminder talks about the importance of road safety when they are out and offers gentle reminders about being careful and using resources safely in the home.

The childminder organises the available play space well overall, so that it is attractive for children and conducive to learning. Resources are stored around the room or in boxes, so that children can readily select what they want to play with. Further opportunities are made for resources to be rotated around and for children to make choices from the playroom downstairs. Children are learning right from wrong while feeling confident and affirmed. This is because the childminder has a gentle rapport with children and they respond well to her guidance. She uses appropriate ways to manage behaviour, such as redirecting children to other activities or simple explanations matched to the stage of the child. Children are happy and secure in the environment. They respond well to the

childminder's positive interaction; they clearly have built positive relationships with her.

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

The childminder ensures that children enjoy a safe and accessible environment that encourages their independence. Children are making good progress towards the early learning goals. The childminder is secure in her role in meeting the learning and development requirements. She plans a good range of activities and experiences that have clear links to the seven areas of learning.

Effective documentation required for the safe and efficient management of the setting is in place. The childminder has a secure understanding of safeguarding issues. She demonstrates a secure understanding of safeguarding procedures and has relevant information to refer to in the event of any concerns.

The childminder has a good commitment to improving her service through accessing training in the future. Through her self-evaluation process, the childminder is beginning to develop an understanding of the strengths of her practice and areas for improvement. The childminder has established secure and professional relationships with parents and carers and she regularly shares information about children's routines and the activities they complete. They are encouraged to share what they know about their child when the child first starts to attend so that the childminder is able to meet their children's individual needs and help them settle easily. Parents demonstrate that they are happy with the care their children receive. The childminder demonstrates a good understanding of establishing links with other professional's and early years settings that children attend, although this does not currently apply to any of the children in her care.

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
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		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	EY446950
Local authority	Hampshire
Inspection number	800328
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 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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