

<b>Inspection date</b>	08/01/2013
Previous inspection date	09/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision is satisfactory**

- The childminder's commitment to meeting every child's needs is evident in her attitude, everyday practice and organisation. She interacts and communicates particularly well with young children and successfully promotes their emotional well-being.
- Children feel safe and secure in the childminder's care as she provides a caring and loving environment for them where they have consistent boundaries and familiar routines.
- Positive relationships are established with parents and there is a suitable two-way exchange of information between the childminder and home.
- The childminder supports children's communication and language development. She engages them in lively, interesting conversations, uses repetition and many clear statements and open-ended questions.

### **It is not yet good because**

- The childminder does not always make the most of all opportunities to fully extend children's learning by providing them with activities that will provide more challenge.
- The childminder's first aid certificate has expired and she has not secured written permission from parents for outings.
- Partnerships with parents are developing. The childminder has yet to fully include them in supporting children's learning by providing them with information about their next steps.

## 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 majority of inspection time was spent with the childminder observing her practice with the minded children. This took place in the childminder's home.  
The inspector looked at children's information and development records. These were
- discussed with the childminder to assess her understanding of the child's developmental milestones and how she plans for children's next steps.  
The inspector engaged in ongoing discussion with the childminder to assess her
- understanding of the welfare requirements and samples of policies and other records were checked.  
The inspector discussed the process of self-evaluation and how the childminder
- obtains the views of all the users to ensure her setting meets their needs and aspects for future improvement.

## Inspector

Melissa Cox

## Full Report

### Information about the setting

The childminder first registered in 1998 and lives in Hatch Warren near Basingstoke, Hampshire. The downstairs of the house is mainly used for childminding. There is a fully enclosed garden 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 caring for three children in the early years age group on a part time basis. In addition she also cares for older children before and after school.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain an appropriate paediatric first aid certificate
- obtain written parental permission for children to take part in outings.

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

- strengthen systems for working in partnership with parents by sharing children's next steps to promote continuity in children's care and learning.
- build on individual children's interests and needs by evaluating present planning, in order to provide a more specific focus and challenge for learning.

## Inspection judgements

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

Children are supported in their learning and make satisfactory progress overall. The childminder is aware of how children learn and provides activities to support their ongoing progress. Verbal information obtained from parents when children start to attend is used as a starting point for children's development and learning. She then plans for individual children in response to the information gathered from parents and from her observations.

However, there is further scope to extend and involve parents in their child's learning by providing them with more regular information on children's next steps. In addition, information gathered from observations has not been used consistently enough by the childminder to provide appropriate challenges for children in their play. This means that some resources and equipment available are not always used to their full advantage by providing children with activities that reflect their interests or by providing additional challenge. As a result, children are not always fully supported in making as much progress as they can. Nevertheless, children are suitably supported in the prime areas of learning which enables them to gain the skills and abilities they need for future learning. For example, they develop their personal social and emotional skills as they learn to take turns and share and begin to understand the needs and feelings of others.

Interactions between the childminder and the children are positive and children enjoy their time with the her. The childminder plans her day according to children's individual interests. She responds to requests from the children attending and listens to what they like to do and how they are feeling. During activities and storytelling sessions, the childminder supports children in extending their understanding and vocabulary though the use of skilful questioning techniques and clear explanations. For example, while tidying away the toys, children are encouraged to count as they place the cars in the box, or name animal sounds when looking at pictures in books and on cards. This means that children gain confidence in using new words and sounds for themselves, building on their understanding of meaning and context. The childminder further extends children's vocabulary by encouraging very young children who are not yet speaking to become more involved in their play. For example, she provides them with a running commentary during the activity, to which children confidently respond, babbling and imitating different sounds. Children are given opportunities during creative activities to express their own thoughts and ideas through exploring a variety of materials, such as paint and glue. They play with shape sorters and puzzles using their problem solving and thinking skills, as they manipulate pieces of different size and shape into the right slot.

Young children freely access the space available and enjoy wide a range of resources which successfully promote their independence skills. Babies and young children develop their small muscle control through opportunities to explore programmable toys, pulling the levers and pushing the buttons to discover the cause and effect sequences. Children develop their imaginative skills particularly well because the childminder utilises and builds on their individual interests to motivate them to learn. For example, she recognises that children enjoy playing with the cars and introduces a selection of small world figures to this play to encourage storytelling and provide children with the opportunity to recount experiences in their own lives through play.

The childminder liaises with parents on a daily basis regarding children's routines and the activities they have participated in.

Children have developed warm relationships with the childminder. They enjoy their time with her, as she is warm and attentive to their needs, which fosters their emotional and physical well-being. The environment available to the children is bright and open, with children free to play across different play spaces. There are a good range of resources to meet the needs of different age groups and individual needs. Resources are stored on low level shelving or placed on the floor, which engages children and supports them in making independent choices in their play. Children know where things are and self-select activities and resources from the low-level storage units and boxes. For example, picking out building blocks or toy cars in which they are interested from a storage box on the floor. Children form positive relationships with the childminder and their self-esteem and confidence is growing because of the praise and encouragement she gives to them as they achieve in their efforts.

Children show a sense of security in the setting and are caring towards other children. The childminder is a good role model for children and behaviour is well managed. She supports children in learning appropriate table manners and encourages them to tidy up and care for their play environment, which they do readily. During their play, children learn to respect each other's wishes and are encouraged to share toys and resources fairly. This appropriate support helps them to prepare for their transitions to other settings and school.

Children have opportunities for fresh air and exercise as they visit the local environment to develop their understanding of the world around them, for example, by collecting leaves or sticks. They enjoy outdoor activities and experiences daily and access parks and places of local interest. Children develop their large muscle control, balance and coordination as they have opportunities to run, jump and ride wheeled toys in the garden.

Children are gaining an understanding of healthy eating as they are offered fresh fruit for snack. The childminder works with the parents to ensure children's dietary needs are fully met. The environment is homely with suitable furniture and equipment for children to play, rest and eat in comfort and safety. The childminder follows young children's established routines to ensure they get the rest and sleep they need. She provides quiet times in the day to help children recharge. Children develop knowledge about keeping safe as the childminder reminds them about holding hands, crossing the road sensibly and staying with her at all times.

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

Children are provided with a broad range of activities and experiences to help them progress towards the early learning goals. The childminder has a good knowledge of how children learn and plans activities according to their individual needs and interests. She assesses children regularly and can see where their future learning needs are required. The childminder evaluates and monitors her planning and assessment procedures and the system for this has recently been revised, in line with the statutory changes. The childminder is steadily becoming more confident in its use. She has a developing

knowledge of these new requirements but has worked hard to ensure that she is meeting her responsibilities in all areas. As a result, all children are at their expected level of development and in some areas are exceeding this, for example, in their personal, social and emotional development.

The childminder has a clear understanding of the safeguarding and welfare requirements and places a high priority on children's safety. She has written risk assessments in place which cover all aspects of the home and reviews these when necessary. This means that children are well protected in the home and on outings as possible risks have been identified and steps taken to ensure children are kept safe. The childminder has an adequate understanding of local safeguarding procedures. She has attended safeguarding training as part of her diploma course and is informed about child protection and who she needs to contact should she have a safeguarding concern. Information to support children's good health is gathered from parents and a clear sickness policy is in place. The childminder does not have a current up-to-date first aid certificate, as a lack of available courses has led to a very short delay in renewing her certificate. However, the childminder has ensured that she has access to first aid advice during this interim period in order to support her to act in the children's best interest should an injury occur. As a result, there is little impact on the wellbeing of the children in her care. Children are kept safe while in the childminders care because she observes and supervises the children well. The childminder maintains most required documentation, although written permission for outings has not been obtained from parents, although they are aware of the daily outings and have given verbal consent.

Since her last inspection the childminder has completed her level 3 diploma course in home based childcare and attended a number of childcare related courses. The impact of these courses has been evident in the improvements she has made in her setting. These include addressing the actions set at her last inspection and the strong emphasis she places on supporting children in their learning. The childminder has strong partnerships with parents which support children's individual needs being well met. Discussions regarding children's ongoing progress and care information take place on a daily basis. The childminder builds secure relationships with parents and offers a 'home from home' environment in which children are well cared for. Parents are very complimentary about the care and attention their children receive. The childminder is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage, but does not currently care for children who share their care between settings. Overall the childminder creates a warm and homely environment where children show confidence and enjoyment as their individual care needs, and their learning and development needs are suitably met.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with**

**actions)****To meet the requirements of the Childcare Register the provider must:**

- obtain an appropriate paediatric first aid certificate (Welfare of the children being cared for) (compulsory part of the Childcare Register)
- obtain an appropriate paediatric first aid certificate (Welfare of the children being cared for) (voluntary part of the Childcare Register).

**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

<b>Unique reference number</b>	111390
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	813404
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/06/2010
<b>Telephone number</b>	

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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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