

Inspection date

Previous inspection date

09/01/2013

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 feel safe and secure and are forming close and loving attachments with the childminder, and good relationships with one another.
- Children benefit from a warm and nurturing environment in which they independently explore a good range of toys with interest, and move around freely and confidently.
- Children communicate their needs and feelings clearly and their spoken language is developing well.
- The childminder promotes children's healthy lifestyles well. They enjoy healthy snacks, join in regular daily physical activities and learn about keeping safe.

It is not yet outstanding because

- Not all parents are actively encouraged to contribute information about what their child does at home to support their child's learning and development further.
- Children have less opportunity to explore the lives and beliefs of others to further develop their understanding of the world.

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 and the quality of the childminder's interaction.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector looked at the childminder's documentation and discussed her knowledge of the Early Years Foundation Stage requirements.

Inspector

Bridget Copson

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband, father-in-law and her three children aged seven, four and 19 months in Hurstbourne Tarrant, near Andover, Hampshire. The accommodation available for childminding includes use of a sitting room, dining room, kitchen and wash room on the ground floor. The first floor is used for sleeping. There is a garden for outdoor play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder has two children on roll in the early years age group. The family keeps

goldfish in the garden pond.

What the setting needs to do to improve further

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

- develop systems for encouraging all parents to contribute information about what their child does at home to support their child's learning and development further
- strengthen further children's understanding of diversity through exploring the lives and beliefs of others.

Inspection judgements

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

The childminder plans and promotes children's development effectively. As a result, they are making good progress in all areas of learning in relation to their starting points. The childminder completes observation of children's progress to monitor their interests and achievements, which she illustrates with photographs. Parents contribute information about their child's needs and preferences on admission, and are well-informed of their child's progress. However, not all parents are actively encouraged to contribute information about what their child does at home to support their child's development further. Children benefit from a good balance of free-play time, organised activities and outings. Within these experiences, the childminder interacts with interest and skill. She steps in to ask questions, asks children to help, and offers them encouragement and praise to keep them involved. As a result, children are developing good independence, social skills and positive attitudes. These experiences provide children with a good range of skills to prepare them for their future learning.

Children explore freely and happily, running from room to room choosing toys and joining others for play. They focus well on the things which interest them and play contentedly alongside others. Children behave well and are learning to share, take turns and play with kindness. They communicate their needs and feelings clearly, using the words they know to tell the childminder what they need and to share things with her. For example, they excitedly try to name their favourite fruits as snack time, and tell her 'tractor' when they find a favourite toy. They are continually learning new words through their enjoyment of books, trying new foods and listening to the childminder's commentary of the things they observe. Children are making good progress in their physical development. They make effective use of the space to move around in and to join in music and movement activities.

They also benefit from daily outdoor play for fresh air and exercise. Children learn about keeping themselves safe. For example, through the childminder's effective support, they learn the house rules, practise the fire evacuation procedure and learn about road safety on walks and outings.

Children show a good interest in books. They join in stories using props to get involved, and seek out photograph albums to look at pictures of themselves in past activities. The childminder organises messy play activities everyday in which children also make marks purposefully to promote their early writing skills. For example, they draw and make marks in paint and cornflour mixed with water. Children are developing a good understanding of numbers, shapes and size. They enjoy filling and emptying different sized containers, sorting shapes and joining in as the childminder sing number songs with them. They explore many objects in treasure baskets, such as shiny, sparkly and glittery Christmas decorations, metal whisks and soft toys. These experiences help children to develop good investigative skills. They join in pretend play with great enthusiasm. For example, they gather play foods into a kitchen bowl which they whisk up; noticing the different sounds the whisk makes. They then start banging the whisk on other objects, smiling at the varying sounds. The childminder values children as individuals and encourages them to develop positive attitudes towards one another. Children are involved well in the local community in which they visit many places of interest and use the environment to explore changes throughout the seasons. However, they have less opportunity to explore the lives and beliefs of others to further develop their understanding of the world.

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

The childminder nurtures children's well-being from the start to help them settle in, and feel safe and secure during the transition into her care. She visits the children in their own home and works closely with parents to meet their child's needs and care routines consistently. Children benefit from the childminder's close reassurance, support and the warm affection she provides. As a result, children are developing warm and loving attachments with the childminder. Children confidently explore within the warm and welcoming environment, in which they find and choose toys for themselves. They all sit at the dining room table to eat together and settle well for sleep. The childminder supports children well in developing positive attitudes and works with parents to ensure children receive consistent messages regarding their behaviour. She addresses any issues in a calm and gentle manner and acts as a good role model, which helps to promote children's self-esteem.

The childminder promotes children's healthy lifestyles effectively. Children are cared for in a clean and well-maintained home environment. The childminder maintains good standards of safety to help keep children safe and secure, and supervises them closely at all times. Children learn about the importance of health and safety through following good personal hygiene routines. They also enjoy healthy and well-balanced meals and fresh fruit snacks. The childminder promotes children's interest in food through encouraging them to try new flavours to help them discover what they like and dislike. Children benefit from lots of outdoor and physical play activities daily. They play with a good range of

physical play activities in the garden, walk, attend gym club sessions and visit the local play parks. Therefore, the childminder promotes their physical development well.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has effective systems in place to help safeguard children's welfare. For example, she keeps her policies and procedures up to date, conducts risk assessments and fire drills and keeps records of visitors. The childminder has a good understanding of the correct safeguarding procedures to follow in the event of any concerns, which parents sign agreement of. She knows to act on any concerns about children and which authority to contact. This all helps further promote children's welfare and safety.

The childminder demonstrates a good commitment to maintain continuous improvements to the quality of her provision. Since registering she has made several improvements to her childminding provision. She has also attended training courses and workshops to further support her in meeting children's needs. The childminder has started to complete the Ofsted self-evaluation form to help assure ongoing improvements. This identifies realistic aspects for improvement to her provision which will have a positive impact on those in her care. She has also established good links with the local authority and welcomes their guidance. The childminder reviews children's progress each half term. She adapts the activities she provides to support their learning and development in response to their emerging interests and needs.

The childminder has established successful partnerships with parents. She provides parents with comprehensive information from the start, regarding her provision. Parents sign to agree to all aspects of the provision. They complete 'All About Me' forms on admission to record their child's initial starting points and to support the childminder further in meeting their child's needs. The childminder keeps parents informed and involved well through displays, newsletters, daily communication and home diaries. Some parents contribute their views through the questionnaires they are given. They state they like the 'home from home environment' and 'variation of activities'. They state their child feels 'very important' in the childminder's home. However, the childminder does not consistently encourage all parents to contribute their views about her childminding practice. The childminder has formed successful links with the settings some children also attend to promote consistency in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY449451
Local authority	Hampshire

Inspection number	810372
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
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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