

Inspection date

22/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children are settled and at ease in this homely environment, which they have only been attending for a short time. They develop a sound sense of security through familiar routines.
- Children are well behaved and have a clear understanding of behavioural expectations through the support of the childminder who sensitively supports children.
- Children are safe as the childminder takes steps to minimise potential hazards and develops children's understanding of safe practices.
- Children form sound relationships with the childminder and others in a setting where the childminder positively values each child.

It is not yet good because

- Procedures to share children's progress with parents and other providers are not fully in place to promote consistency of care and learning for children.
- The childminder does not make children completely aware of all the available toys and resources to help them make choices and decisions in their play.
- The childminder has not fully developed her selection of toys and resources that reflect diversity to promote children's awareness of the differences between people in society.

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 the children playing in the playroom and having a story in the lounge.
- The inspector examined a sample of documents including children's records, policies and procedures.
- The inspector observed the children independently managing self-care skills and having their snack.
- The inspector spoke with the childminder at appropriate times throughout observations of practice and discussed the childminder's evaluation processes and her understanding of child protection.

Inspector

Mandy Gannon

Full Report

Information about the setting

The childminder registered in 2012. She lives with her family in Overton, Basingstoke. All areas of the home are used for childminding, with sleep facilities on the first floor. There is

an enclosed garden, with a shared access, for outside play. The childminder is situated within walking distance of shops, toddler groups and parks. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for one child in the early years age group. The family has a dog.

What the setting needs to do to improve further

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

- extend links with parents and key persons at other settings to enhance positive partnerships and promote continuity of learning for children
- increase opportunities for all children to make choices and decisions when accessing toys and resources by using pictures, real objects and signs alongside words in the learning environment
- develop further children's understanding of the wider world by increasing the number of toys and resources that reflect diversity.

Inspection judgements

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

Children are happy and settled in a homely environment where the childminder attends well to their needs. Children have access to an appropriate range of toys, activities and resources that help them prepare for the next stage in their learning. The childminder promotes positive social skills and children are learning to become independent through daily routines. For example, children are aware they need to wash their hands before snack and confidently undertake self-care skills independently. Children enjoy their time at the setting playing well with their friends as they develop their role play. For example, they follow other children's interest in fire engines, which helps to develop their creative skills. Children have frequent opportunities to socialise in the local community. However, the childminder has limited toys and resources that reflect diversity in order that children develop an understanding of the wider world. Children explore the setting and make choices and decisions from a range of toys and resources from low-level boxes in the playroom. However, the childminder does not make children fully aware of all the toys available, for example through pictorial labels or written words. As a result, children are

not always able to easily identify and choose what they want to play with from the wider range of resources. Children enjoy mark making and use coloured pencils sitting at the table and use chalks on the easel. They cuddle up to the childminder on the sofa as they share a story and are encouraged to contribute their ideas and opinions. These opportunities help to promote children's early reading and writing skills. The childminder sensitively teaches children to take turns in speaking and listening, for example, as they talk about their families. Her sound input promotes children's communication and language skills.

The childminder has only been childminding for a short time, although she demonstrates secure childcare skills and a clear understanding of how children learn. She continues to develop her skills in making observations and assessments of children's learning. She securely links observations to the areas of learning and has begun to identify children's next steps. Children contribute to their development folders as they have decorated them, which helps them to develop a sound sense of belonging. The childminder is aware of the requirement to complete two-year-old progress checks and has put procedures in place to ensure she completes these when necessary. Children benefit from the childminder's positive partnership with parents through daily discussions. However, the childminder has not fully shared children's progress with parents or the key person at the local pre-school that the children attend. This reduces opportunities for parents and others to fully contribute to children's learning. Overall, children are currently making satisfactory progress in relation to their starting points.

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

The childminder appropriately supports children to develop their understanding to take turns, share, and be kind to their friends. She acts as a calm, consistent role model who has effective behaviour management strategies in place. For example, she explains to children that they must wait until other children have stopped speaking before they respond, which helps them learn good manners. Children form sound relationships with the childminder and other children. As a result, children are settled and confident in the environment and form a positive sense of security and well-being.

Children learn about safety as the childminder reminds them to sit down and not to stand on chairs, and to be careful they do not trap their fingers when closing doors. The childminder has clear evacuation procedures in place and maintains a record of regular checks of equipment. She has practised drills with children, which has helped them become aware of the procedures to follow in an emergency.

Children develop a clear understanding of developing a healthy lifestyle. The childminder promotes and develops children's self-care skills through daily routines. Children wash their hands and use paper towels, which they dispose of appropriately, minimising cross infection. Children enjoy sitting together socially at snack time, they benefit from healthy snacks and talk about their favourite fruit which they say is 'pineapple'. Children bring

healthy, nutritious packed lunches from home which the childminder stores appropriately. The childminder works closely with parents to make sure she has a clear understanding of their children's dietary and health needs. Children benefit from opportunities to play outside in the fresh air as they use the garden, visit local parks and walk into the village. The childminder is aware of the importance of preparing children for transitions and has begun to make some links through discussion with the key person at the local pre-school but this remains an area for development in terms of sharing information on children's progress.

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

The childminder has a clear understanding of her responsibilities regarding safeguarding children. She has a sound understanding of what would give her cause for concern and the action she would take to promote children's welfare. The childminder has a sound understanding of safety and has taken steps to identify and minimise potential hazards. She has put stair gates in place, cleaning materials are out of reach and exits are secure with keys close by for ease of access in the need to evacuate. Written risk assessments and daily checks are in place to maintain children's safety. The childminder transports children in her car and she has appropriate car seats and insurance in place. She keeps the required records, for example, to record children's attendance, any accidents, incidents or medication, which further promotes children's welfare.

The childminder understands the learning and development requirements and has started to undertake observations and assessments. These are in the very early stages and the childminder continues to develop an understanding of children's progress and any gaps in their achievements. As a result, the childminder has made a satisfactory start to childminding. The childminder shows a commitment to improvement as she has begun to reflect on her practice and has taken positive steps to improve, for example by enrolling on further training. The childminder promotes sound early partnerships with parents and has obtained written permissions from parents and shares a full range of written policies and procedures with them. This helps to promote consistency of care for children.

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	EY449991
Local authority	Hampshire
Inspection number	810844

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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
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M1 2WD

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