

Inspection date	30/01/2013
Previous inspection date	17/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are happy and relaxed within the childminder's home because of the good relationships established between them.
- The childminder promotes all areas of children's learning, with an emphasis on communication and language, so they progress particularly quickly in this area.
- The childminder provides and supports a wide range of activities for the children. These in turn promote children's learning and development well.
- Children's individual needs are met well because the childminder establishes good two-way communication with parents through discussion and daily diaries.

It is not yet outstanding because

- The childminder does not always make resources as readily accessible to the children as possible.
- There are fewer opportunities to develop children's mathematical skills, in relation to numbers, shapes and measures.

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 held discussions with the childminder at appropriate stages throughout the inspection.
- The inspector observed children's activities and the childminder's interaction with them during the inspection.
- The inspector sampled relevant documentation relating to the childminder's practice.
- The inspector took account of parents' views through use of their completed questionnaires.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder registered in 2005. She lives with her partner in a house in Tadley, Basingstoke. The ground floor is used for children's play and an upstairs bedroom for their sleeping arrangements. There is a garden for outside play. Shops, toddler groups, a park, library and other amenities are within walking distance. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare

Register. She currently minds six children, and of these three are in the early years age range. Children attend on a part-time basis. The childminder can take and collect children from local schools and pre-schools. She attends local children's activities. The family has a pet dog and three cats.

What the setting needs to do to improve further

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

- strengthen ways to enable children to self-select toys easily to aid their play and individual learning as well as possible
- extend children's mathematical development by using language about the names of shapes, colours and numbers more frequently during play and planned activities.

Inspection judgements

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

Children are contented and confident in the childminder's care. Babies new to the setting are very happy and demonstrate that they becoming self-confident. The childminder obtains information about the children's starting points during the initial meeting with parents. This information is then skilfully used to aid the children's settling in, progression and interests. All children make good developmental progress. They show they have a warm and trusting relationship with the childminder, who sits and plays with them.

Children have their individual needs well met by the childminder. She maintains their routines well and plans activities to engage and promote all areas of learning. Children enjoy the wide range of toys and resources available to them. These are not always set out so that all are easily accessible. This oversight means children have fewer chances to choose what they want and extend their play independently. Regardless of this, the childminder rotates toys throughout the day and children become engrossed in the activities on offer.

All children benefit from childminder's ability to adapt activities according to individual need. Babies use their senses as they glide their fingers through shaving foam. The childminder extends the same activity for older children with the use of toy people and cars, so encouraging them to play imaginatively. Children respond well to the childminder's involvement and show a sense of pride, as they show her the 'tracks' they have made on playdough. Children enjoy investigating, as they have fun exploring toys

that make different sounds and actions when they press the buttons. The experiences provided help children to develop useful skills for their future learning and development.

The childminder develops children's communication and language skills particularly well through high quality interactions. Children develop listening and attention skills through listening to and dancing to music. They join in with the actions happily, enjoying the physical activity. Children mathematical skills develop generally well through activities and rhymes. The childminder sometimes misses chances to extend children's understanding of numbers, shapes and measures further during everyday practical activities.

The childminder's planning and observations show how the children are developing across the seven areas of learning. The childminder is experienced within her role and fully understands the importance of promoting learning through play.

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

Children have good relationships with the childminder and demonstrate a strong sense of security. They clearly feel safe in her care and approach her readily for comfort and reassurance. Children are well behaved. They share the good range of toys and resources well. When exploring the musical castle, they take it in turns to push the cars around the rotating track.

The childminder promotes children's awareness of how to maintain their own safety well. This success is through useful discussions, such as while using suitable knives with playdough. Babies demonstrate that they feel emotionally secure and safe in the childminder's nurturing care. They are not daunted by visitors because the childminder talks to them constantly and remains very close by, providing re-assurance. The childminder is careful to follow good hygiene practices and wipes young children's hands before eating, so they gradually learn to do this for themselves. She uses hygienic nappy changing routines and keeps a clean and well-maintained home, all of which helps to maintain children's good health.

Children like to play and explore outside. These activities promote their health and well-being whilst strengthening their physical development. They enjoy walks within in the community, to play parks and to the local library. In addition, children's social skills are supported and promoted as they engage with other children at local playgroups and soft play areas.

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

The childminder has a good understanding of her responsibilities to meet the safeguarding and welfare requirements. She has a secure understanding of what to do, in the event of any child welfare concerns and has completed all relevant training, such as safeguarding and first aid. The childminder makes sure her home is safe for children by conducting daily

risk assessments; these ensure children's protection from any potential hazards.

The childminder understands her role in promoting the learning and development requirements. She reviews her practice regularly and monitors her education provision accurately thorough use of self-evaluation. This system successfully identifies areas for future development, such as enhancing the 'learning journals' that she keeps for children.

The childminder has all the required documentation in place to maintain children's good health and support their well-being. She liaises with parents daily to ensure that she meets the children's needs and ever-changing requirements. The childminder and parents have built strong relationships, which are evident from completed questionnaires. Parents comment positively on the provision and write that they find her extremely trustworthy, supportive and friendly. Parents receive a daily account of their children's activities, supported by a written record to refer to at home. The childminder demonstrates the ability to liaise with other providers and professionals, when the time arises.

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
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	EY301887
Local authority	Hampshire
Inspection number	843767
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	17/08/2009
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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