

Inspection date	04/02/2013
Previous inspection date	10/12/2008

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 confident within a safe, stimulating and enabling environment. Therefore, they make good progress in their learning and development.
- The childminder has good systems in place to promote children's safety and well-being.
- The childminder has positive relationships and good communication with parents, which contributes to children's well-being.
- Children visit local groups and parks, which effectively supports and extends their social and physical development.

It is not yet outstanding because

- The children have do not always have access to toys and resources, which enable them to explore simple mechanisms.
- Children have limited opportunities to express themselves through musical media.

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 conservatory, kitchen and sitting room.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's developmental records, children's records, planning documentation and a selection of policies and procedures.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder registered in 2005. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and one adult and one school aged children in Basingstoke. The whole of the ground floor of the house is used for childminding and is readily accessible. There is an enclosed garden for outside play. The childminder is currently caring for three children in the early years on a part times basis. She also offers flexible after school care for a family

with three school aged children.

What the setting needs to do to improve further

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

- increase the technology available for understanding the world by providing a range of programmable toys and robust resources with knobs, flaps, keys or shutters
- extend children's expressiveness through providing a broader range of media activities to encourage children's musical awareness.

Inspection judgements

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

Children make good progress in relation to their developmental starting points. This is because the childminder provides a good range of activities that enhance and promote their development and abilities. The childminder is skilled at interacting with the children and promoting their learning and development through everyday activities. This, as a result means that children are engaged in purposeful play.

Children are developing good communication skills and have their vocabulary very well supported and promoted. Children interests in books are enhanced by the childminder as she reads their favorites to them. She extends their ability to concentrate by asking questions and talking about the pictures. Children's mathematics development is very well supported as they regularly count and identify number and shape. For example, as they count the number of spots on the dinosaurs back and recite shapes within the ball games and picture illustrations.

Children concentrate well at activities and become absorbed in their play. They enjoy imaginative play as they pretend to drive an inflatable car to the seaside. A good range of programmable toys are available to develop children's understanding of the world. However, fewer opportunities are available to develop their exploration of how flaps and knobs work. Children have a wide range of opportunities to make and be creative. They enjoy exploring their senses, as they play with dough and develop their hand eye co-ordination as mark make with pens and crayons. Children enjoy experimenting with media and materials. For example, older children enjoy playing with puppets in pretend play and babies giggle in anticipation as these are used to tickle their tummies.

The childminder clearly knows the children in her care and can verbally identify how their development is emerging. Their next steps in learning and learning records are recorded using a software programme, which allows the childminder to track each child's progress in relation to Development Matters in the early years framework. This helps her to plan and provide activities that meet children's needs and helps them to make good progress towards the early learning goals. Children at the age of two have clear summative assessments in place. These are shared and reviewed with parents to promote continuity in care.

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

Children feel safe and secure in this setting as the childminder is friendly and very attentive to their needs. She has bonded very well with the children and their families, which as a result, enable her to meet each child's individual routines and needs. Babies feel secure as they receive a good amount of cuddles, eye contact and interaction from the childminder. Older children show they feel secure through the laughter and enjoyment of the activities on offer, and the consistent interaction with the childminder.

The childminder promotes the children's awareness of a healthy lifestyle, through cooking and everyday hygiene practices. Children benefit from the healthy snacks prepared by the childminder and drinks which are readily accessible. The childminder is very keen for children to have a variety of experiences outdoors. Children begin to learn about the importance of fresh air and exercise as they feed the ducks and explore in the garden. Children's physical development in relation to their large muscle development is supported and enhanced as they play on equipment in the park. Although, children have access to musical instruments, they do not always have opportunities to dance and express themselves in movement to music and rhyme.

Children have a good range of toys and resources. Their interests are well supported as they choose from the readily accessible creative materials and books. Independence is well supported through child initiated activities and as they choose what to play with from the shed and toy catalog. Opportunities such as these effectively aid the children's readiness for pre-school and schools.

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

The childminder has a secure understanding of her role in relation to safeguarding children and child protection. She has detailed policies and procedures and has undertaken safeguarding training. As a result, this means that she is confident to act in the best interests of the children, whilst meeting requirements in event of concern.

The childminder's home is safe and secure. She uses appropriate safety equipment to minimize hazards to children. For example, reins are used on pushchairs and stair gates are positioned to prevent children accessing the stairs. A detailed range of policies and

procedures guide the childminder's daily practice. These are readily available to parents electronically, through use of a software program. This all contributes to children being appropriately safeguarded.

The childminder has undertaken detailed self-evaluation. This has enabled her to accurately review and reflect upon her current practices. She is committed to enhancing her provision and has enrolled on future training to support and promote children's developmental pathways. The childminder engages very well with parents, she ensures that all parents receive verbal communication at the end of the day of the child's well being and achievements. In addition she has a secure awareness of the importance to liaise with other providers and professionals, and does this to promote consistency in 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
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	EY306553
Local authority	Hampshire
Inspection number	843806
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	10/12/2008
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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