

Inspection date	13/02/2013
Previous inspection date	03/09/2009

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

- The childminder works closely with parents and provides children with a familiar routine, which helps them feel settled, and at ease. Strong bonds with the childminder and other children promote children's sense of security and confidence.
- Children are involved and interested in a wide range of suitable activities making choices and decisions. They benefit from a cosy attractive book area where children and the childminder share books together.
- The childminder has a thorough understanding of the children's individual needs. She makes thorough observations and assessments and accurately identifies next steps in their learning. As a result, children make good progress in all areas of their learning.
- The childminder updates her skills and knowledge as she regularly attends training and visits other settings in order to develop and improve.

It is not yet outstanding because

- Younger children do not always wash their hands before they eat in order to support and establish their understanding to predict and make connections in experiences.

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 viewed the areas of the property used by children.
- The inspector observed children at play.
- The inspector observed nappy changing, children having their snack and lunch and self-care skills.
- The inspector read and took into account the views of parents through letters and questionnaires issued by the childminder.
- The inspector viewed records, documents and the self-evaluation record.
- The inspector spoke with the childminder at appropriate times throughout observations and discussed her practice and how she identifies areas for improvement.

Inspector

Mandy Gannon

Full Report

Information about the setting

The childminder registered in 2000. She lives with her husband and school aged child in Old Basing, Basingstoke. The whole of the property is registered with access to an enclosed garden. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently six children on roll, three of whom are in the early years age range. 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:

- support younger children to predict and make connections in routine experiences by ensuring they wash their hands each time before eating.

Inspection judgements

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

Children enjoy their time at the setting as they confidently explore and actively make choices and decisions. Children select toys and resources from low-level boxes, and the childminder encourages them to choose from the large toy cupboard. Their physical skills develop as they excitedly climb up steps and go down the slide, and skilfully sort and line up cars. Children show interest in the wide range of books available. They sit relaxed in the comfortable, attractive book area the childminder has created following children's love of books. Children excitedly snuggle up on the childminder's lap as she reads a story, she encourages them to identify, recognise and name familiar items in the pictures. The childminder skilfully encourages and extends children's language. She asks them questions to make them think and provides a narrative to their actions. Children are motivated to participate in number and action songs. They excitedly find everyday objects such as metal bowls, which they turn upside down and enthusiastically bang making music. The childminder encourages children's mathematical development as they count when playing and use the language of position, size and shape. For example, as they line up cars, climb steps and make cakes with play dough.

Children benefit from a bright, welcoming environment. They develop a sense of belonging as their artwork is on display and they have a large tub to store all their belongings. There is some labelling around the setting to help them become familiar that words have meaning. Posters displayed on the walls extend children's understanding of healthy eating, seasons, the world and counting.

A well planned settling-in period and detailed information from parents helps to ensure the childminder has a thorough understanding of children's individual needs. The childminder works closely with parents and takes necessary steps to adapt to meet those needs. Effective partnerships engage and involve parents through the regular sharing of development records, completing of questionnaires and daily discussions. Parents praise the childminder stating 'we are extremely happy with the childcare and feel very fortunate to have found her'. They also state 'we are very happy with the childcare service you provide knowing they are well looked after and will have fun'. The childminder effectively plans activities and experiences taking into account children's individual learning needs, enabling them to develop their interests and skills. She has an accurate understanding of children's progress as she completes detailed observations and assessments. She uses the Development Matters in the Early Years Foundation Stage guidance and tracking documents to accurately identify next steps in children's learning and development. As a result children make good progress in all areas.

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

The childminder acts as a calm, consistent role model who effectively supports children to develop their understanding of taking turns and sharing. Children are settled and relaxed as they explore and make decisions. They confidently approach the childminder to seek support and reassurance as they become tired, cuddling up on her lap to share a story. Children are aware of expectations and behave well. The childminder values the uniqueness of each child and works closely with parents in order to establish an accurate understanding of and meet individual needs. The childminder effectively supports children who hear and speak other languages at home. She speaks to them in French and has books and resources available to support other languages. The childminder has an accurate understanding of dietary needs including preferences. She works closely with parents to develop children's diet, by providing different foods to taste.

Children are safe and secure in a clean and well-organised homely environment. The childminder carries out thorough risk assessments, which she updates at least annually. She has taken steps to minimise hazards and is aware that risk assessing is an ongoing process as she reminds children of safe practice. For example, as children begin to climb on the chairs in the book corner she suggests and introduces the slide for children to climb on safely. Children benefit from healthy, nutritious meals and snacks, which the childminder provides. They sit together developing their social skills. Children are able to access drinks throughout the day and confidently identify their own cup. Effective nappy changing procedures promote good standards of hygiene. Posters in the bathroom remind

children of the importance of hand washing. Older children are aware of the importance of hand washing as they independently wash their hands before meals and after toileting. They use individual towels to minimise cross infection. However, the childminder does not always ensure that younger children wash their hands before snacks to support their ability to predict and make connections in experiences. Children benefit from frequent opportunities to access fresh air and exercise as they play in the garden, take walks in the village, visit local parks and watch the trains. Children regularly socialise in the local community as they take children to and from local schools and pre-schools, visit other childminders and toddler groups. The childminder effectively supports children in transitions; she works closely with parents and other professionals. For example, children are aware of the school environment as they collect children daily and she encourages children's independence and self-care skills before they move on to school.

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

The childminder has a thorough understanding of safeguarding and welfare requirements and her responsibility to protect children. She has completed a level four safeguarding training and is aware of the actions she must take if she is concerned about children in her care. A wide range of written policies and procedures are in place, which the childminder shares with parents. Well-organised documentation is in place to record any accidents, incidents, existing injuries, medication and attendance promoting children's welfare.

The childminder has a precise understanding of her setting and accurately identifies her strengths and areas for development. Since her last inspection, she has been proactive in addressing and improving her setting. She has recently completed her level three childcare Diploma, attended short courses and visited other childminders to develop better practice ideas. The childminder recognises the benefit of seeking support through the local childminding network and the early years advisor. As a result, she has extended her knowledge and understanding of the learning and development requirements. Good quality observations and assessments are in place, which have a positive impact on children's learning. The childminder regularly reviews and evaluates her practice through discussions with parents and children, and parental questionnaires.

The childminder works closely with local schools and teachers in order to meet individual needs. She links with the local pre-school children attend and has an accurate understanding of their themes, which she uses to extend and develop ideas. For example, they have been looking at the weather and the childminder has put up a weather chart at her setting, which children enthusiastically change daily. The childminder's enthusiasm to further develop and improve her setting is evident as she discusses plans to improve indoors and outdoors, and attend further training.

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	111546
Local authority	Hampshire
Inspection number	813408
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	03/09/2009
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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