

Inspection date	11/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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

- The childminder builds warm, close relationships with children and gives them a strong sense of security.
- The childminder develops strong working relationships with parents to help support and extend children's learning and development.
- The childminder provides a variety of innovative resources to stimulate imaginative play.
- Children's developing skills of independence are well supported to enable them to try things out for themselves and to develop their knowledge, skills and growing curiosity.
- The childminder has a good understanding of the Early Years Foundation Stage, and of how children learn and develop.

It is not yet outstanding because

- The childminder is yet to further develop the outside area to make it fully accessible for children.

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 discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector examined documents and the records of children's learning and development.
- The inspector observed children at play.
- The inspector sampled parents' views through feedback questionnaires.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 2012. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder operates from the family home in Gosport in Hampshire. Children have use of a large playroom and lounge. Children have opportunities for outdoor play at local parks and playgrounds. The childminder also takes children to child-based activities within the community. There are currently three children on roll all of whom are in the early years age range and attend on

a part-time basis.

What the setting needs to do to improve further

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

- make use of the garden to give opportunities for children to investigate, explore and further develop their physical skills.

Inspection judgements

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

The childminder has a strong working knowledge of the Foundation Stage and delivers all areas of learning very effectively. She has organised an interesting and stimulating learning environment for children in comfortable homely surroundings. This helps children to settle quickly and be absorbed in their play at all times. Children are happy, confident and are interested in all that they do. They have developed trusting relationships with the childminder as they actively respond to her loving, caring and reassuring approach.

Children's early language skills are fully supported through the childminder's ability to model correct language and vocabulary. This in turn helps children to develop their confidence in imitating words and sounds. She constantly talks with children during their play activities and care routines, enhancing their developing language skills. The childminder is very animated and captures children's interests well as they actively take part in the actions from a story. Children access a wide range of books and are inquisitive and motivated to learn, which further promotes their future skills. They also enjoy regular visits to the library and have favourite rhymes, which they join in with enthusiastically.

Children are able to select what they want to play with from the wide variety of resources available. They become engrossed and demonstrate good levels of imagination as they play with the puppets and home corner equipment. Children have many opportunities to further explore their creativity as the childminder provides home-made resources that are exciting to explore and experiment with. Children have lots of fun playing with messy play activities. They enjoy feeling the textures of the coloured pasta, squeezing and squashing it while they also use a wide range of tools. The childminder recognises how different groups of children learn, and adapts activities accordingly. Younger children are fascinated as they explore the texture and sounds of items within the treasure basket. Mathematical ideas are also consistently introduced into play by the childminder resulting in children having very good counting skills.

The childminder clearly demonstrates that she knows the children's developmental stages well. Her detailed observation, assessment and planning system is effective in ensuring that she covers all seven areas of learning and includes planning for each child's next steps in learning. This enables children to make good progress.

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

All children are welcomed into the setting where they are supported well by the childminder and become confident in their daily routines. The childminder develops secure attachments with all the children, helping them to feel safe and valued in her care. Good relationships are in place with the childminder's own children and all children include each other in their play, sharing resources. Children's behaviour is good; they get on well with each other and the childminder implements appropriate behaviour management strategies to encourage good behaviour.

Children can be very independent as they have easy access to a good range of quality toys and equipment. They thrive on the praise and encouragement they receive and they communicate their needs effectively because they are given the time and space to consolidate their thoughts and ideas. The childminder values and respects the uniqueness of each child and she takes into account their individual cultural backgrounds and languages spoken at home. She supports their awareness of the wider world with a range of very good resources.

Children's physical skills are supported well. There are many opportunities for children to exercise and enjoy fresh air, such as on walks in the local area, playgrounds and at the park. They are also able to take managed risks when learning new skills, such as climbing. The childminder has visionary ideas, equipment and activities which, support children's learning but has not put these fully in place to support outdoor play at home so children are not able to make best use of the garden area. Children enjoy a range of fresh fruit choices for their snacks, enabling them to select their favourites and try out new tastes. The childminder is very supportive of children's independence as she knows that this gives them the skills they need when they make the transition to pre-school and school.

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

The childminder has a good understanding of her responsibility to keep children safe, including the need to make sure that only adults cleared as suitable have supervised access to minded children. All areas of the premises, including the garden are secure and children are well supervised. The childminder is aware of the action she should take if she had concerns about a minded child in her care. Parents are aware of the childminder's policies and responsibilities because she provides an information pack containing a good range of important information about how she works.

The childminder promotes a good working relationship with parents. Clear discussions are held with parents before children attend, to ascertain children's achievements and developing skills. She regularly exchanges information with them through daily communication and written information in their development records. She uses questionnaires to seek the views of parents and encourages them to share information about their children, which she takes into account when planning. Parents comment very positively about the care the childminder provides. For example, they note that they she 'has always been extremely reliable.'

The childminder has a good understanding of how to monitor children's progress, and this demonstrates her skill at ensuring the whole curriculum is covered. Planning is adapted to respond to children's individual interests and developmental needs, determined by both discussions with parents and useful observations of children's play. The childminder is motivated and enthusiastic in her work. She has a reflective nature and the ability to be self-critical. The childminder has adopted effective systems to evaluate her practice. This also includes the use of ongoing self-evaluation. This enables the childminder to reflect upon practice and implement solutions to any issues, in partnership with parents. She values ongoing training in order to extend her knowledge and professional development, which in turn promotes positive outcomes for children.. The childminder is skilled at building close working links with schools in order to provide coherent 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	EY434357
Local authority	Hampshire
Inspection number	902272
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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