

Inspection date	14/02/2013
Previous inspection date	14/04/2010

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 form secure attachments with the childminder who provides a warm and caring environment for them.
- Children play in the friendly family home with an excellent range of resources that effectively supports children in their learning and development.
- Children's safety is prioritised through the robust risk assessments the childminder makes and her vigilance around safety, both in the home and when on outings.
- The childminder attends appropriate training to update her professional knowledge, increase her own experiences and continue to develop her skills to promote better outcomes for children.

It is not yet outstanding because

- The childminder has an open and friendly relationship with parents. However, the childminder does not learn from parents about what their child can do at home. Therefore, parents do not have regular opportunities to contribute to their child's learning and development.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's observation records, a selection of policies and children's records.
- The inspector considered parents' views through their references and the childminder's feedback questionnaires.

Inspector

Susan May

Full Report

Information about the setting

The childminder registered in 1998. She lives with her husband in Popley, close to Basingstoke town centre. All of the childminder's home is used for childminding and there is an enclosed garden for outside play. The childminder is able to take and collect children from local schools. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for seven children in the early years age range. The childminder also cares for older children. The

provision is open all year round.

What the setting needs to do to improve further

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

- develop further the system for sharing information from parents, about what their child can do at home, to contribute to children's ongoing learning and development.

Inspection judgements

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

Children are happy and confident in the childminder's home. They easily access the range of toys and resources which support their development in all areas of learning. They follow their own interests and have fun with the childminder who offers good support as she turns play situations into learning experiences. Children make good progress in their learning as they are engaged in their play. The childminder promotes children's language development as she uses repetition, simple letter sounds and open-ended questions to develop their communication skills. For example, she encourages very young children playing with the train set to make choo-choo noises. Children have good access to a range of books and relax comfortably, in a cosy quiet area, to enjoy them. Children find out about the world around them as they go on regular outings. This encourages them to socialise, respect each other and develop friendships. This effectively promotes children's development of future skills and prepares them for the next stage in their learning.

The childminder has a good understanding of the children's starting points, interests and learning styles. She observes children and records their progress. This enables her to effectively plan the next steps in the child's learning. Planning is flexible in response to individual children's needs. The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage and how young children learn through play.

Children enjoy a broad range of activities, outings and play experiences. This helps them begin to learn to respect different cultures and understand how people celebrate traditions all over the world. For example, very young children play with resources traditionally associated with Chinese New Year while older children complete number snakes and enjoy related art and craft activities. The childminder spends quality time with the children, promotes an inclusive environment and treats children and their families with equal concern. Children have opportunities to listen to music and play with musical instruments

moving to the sounds they make. They listen and join in with songs and rhymes, using interactive toys, quickly working out which buttons to press to hear the song of their choice. Children have many opportunities to be physically active to develop their coordination, control and movement. They are helped to understand the importance of physical activities and how to make healthy choices. For example, as they walk, rather than take the car, on school runs. Children problem solve as they enjoy building train tracks and work out shape sorters and puzzles. This along with planned and daily play activities, such as cooking and colour and number recognition, helps promote children's mathematical skills.

Good information is available for parents about the childminder's service, such as written policies and procedures. Parents provide comprehensive initial starting point information and the childminder provides ongoing feedback about children through verbal feedback and daily diaries. There are regular opportunities for parents to discuss and view their children's learning records. However, parents are not encouraged to regularly share their observations of children's learning and progress at home, to support the childminder's planning of activities for individual children.

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

Children confidently move around their surroundings. They demonstrate a secure and trusting relationship with the childminder as they approach her for a cuddle or to join in with their play. They self-select what they want to play with from a vast range of resources and activities that are age appropriate. The childminder follows their interests and responds positively to children's attraction to toys or activities. For example, she makes the train track easily accessible to children who, on arrival at her home, make a beeline for the trains. Children form positive relationships with other children and are encouraged to respect their environment as they help to tidy away toys. Children begin to find out about the local community and develop social skills. They visit local groups, go on outings and have routines where they regularly meet other adults and children. The childminder supervises the children closely to give children clear and consistent guidelines about how to play safely and how to keep themselves safe. They learn about road safety and practise the fire evacuation procedure. As a result, children are happy and safe in a healthy environment.

The childminder helps ensure the health of the children through following effective procedures. For example, being active as they play outside in the garden or at local parks using a variety of resources to promote their physical development. Children begin to learn about good hygiene as they have reminders, such as photographs of themselves washing their hands, displayed in the bathroom. Children learn about healthy eating as they eat an appropriate diet, mainly provided by their parents, and discuss healthy choices. The childminder takes note of children's individual needs and babies and young children follow their own routines. Older children are provided with opportunities to rest and relax when the need arises. Children are polite and respectful. The childminder praises them frequently and this promotes their self-esteem and confidence.

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

The childminder organises her provision well to help to ensure that children receive care in a safe, secure environment. The childminder has a good knowledge of safeguarding issues and attends training to update her knowledge. She understands her responsibility to protect children at all times and has procedures in place to follow should she have any concerns about children in her care. All children's records, parental consents and documentation required for the safe and efficient management of the setting are in place. The childminder monitors children's progress and has a good understanding of her responsibilities in meeting children's individual needs. Children play in the friendly family home enjoying an excellent range of resources that meet their learning and development needs. The childminder is flexible in her planning, takes note of children's interests and uses them to help assess future activities.

The childminder considers her practices carefully and continues to reflect and make improvements that will benefit the children. She is currently updating her knowledge through further training as she undertakes a recognised childcare qualification. In addition, she has accessed additional training opportunities and seeks advice from other professionals to ensure she is continually improving outcomes for all children. The childminder builds effective partnerships with other professionals and early years settings that children may attend. This means she is able to work cooperatively with them for the children's benefit. Shared information helps provide parents with a clear picture of children's overall development, for example, at children's two-year-old progress checks. Through parents' questionnaires and feedback, it is evident that they have high levels of appreciation and respect for the childminder. They praise the childminder for creating a welcoming environment where their children are happy and settled.

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
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		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	113102
Local authority	Hampshire
Inspection number	813434
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	

Date of previous inspection	14/04/2010
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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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