

Inspection date	14/02/2013
Previous inspection date	10/06/2009

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 make good progress in all areas of their development, play independently and make choices from the wide range of good quality toys and activities.
- The childminder is caring and she develops close relationships with children, managing their ages well so children are all secure, happy and well occupied.
- The childminder develops positive partnerships with parents and they are very happy with the care their children receive.
- The childminder is experienced, enthusiastic and keen to improve her practice.

It is not yet outstanding because

- The educational programme for communication and language has not been extended, for example, the childminder is not always giving children time to think about and respond to open ended questioning.
- There are fewer opportunities for children to learn about similarities and differences amongst people, for example, being supported to hear and value other languages.

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 children present during the inspection.
- The inspector observed the childminder's practice and talked to her throughout the inspection.
The inspector reviewed documents presented by childminder and briefly sampled policies and records relating to the Early Years Foundation Stage and Development Matters, including children's development records and observations.
- The inspector considered parents' views; although they were not available for interview, they provided comments through letters and the childminder's feedback questionnaires.
- The inspector viewed the garden and areas of the house used for childminding.

Inspector
Carol Willett

Full Report

Information about the setting

The childminder registered in 1993. She lives with her husband and three children in

Popley, Basingstoke. The ground floor of the home is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding nine children under eight, six of whom are in the early years age range. The family has two small dogs.

What the setting needs to do to improve further

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

- develop skills in the use of open-ended questioning so children develop ideas and make links to their thinking and learning, and ensure children have sufficient time to respond.
- provide opportunities for children to use the home languages of the children attending such as through labelling and the use of nursery rhymes so all children learn to value these.

Inspection judgements

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

The childminder is very experienced and children make good progress in their learning and development as they relate well to her caring and enthusiastic approach. She has a clear knowledge of the learning and development requirements, underpinned by her ongoing training in childcare. She uses published guidelines to benchmark children's abilities and to make sure she delivers all areas effectively, while tracking their progress. The childminder works effectively with parents to support children's learning. She uses information from parents about children when they start to gauge and plan for their individual abilities and interests. The partnership works well in bringing consistency to children's needs included aspects such as potty training for the younger children. The childminder keeps a learning journal for each child. These have regular written observations and photographic evidence of children's achievements so that she can chart their success and share this with parents.

The childminder confidently uses her observations and discussions with parents to plan well for children's progress. She manages the difference in ages well while providing interesting activities linked to cultural festivals, for example. Children have good opportunities to express themselves imaginatively and creatively as they paint, draw and

make collages. Older children show good levels of concentration as they enjoy sticking foam shapes, glitter and other craft materials on a pre-cut snake shape, for example. Babies sit in the highchair next to them as the childminder provides lots of age-related toys to keep them interested. The childminder effectively links areas of learning. For example, children develop phonic skills as they talk about letter sounds, such as 's' for snake. The childminder has resources that reflect positive images of diversity to enhance children's awareness of similarities and differences in people. However she has not fully considered the benefit of using home languages of the children in her care so all children learn to value this difference.

The childminder joins in with children's play and provides a good balance of structured activities and those that children initiate themselves. Children can choose from the good range of accessible resources, developing independence in their play. The childminder is developing the storage of the toys so that children can access them more readily and have more space to play. The conservatory playroom is an attractive and inviting place to play and there are lots of posters and samples of children's work. Children learn print has a meaning and develop pride in the art work and a good sense of belonging.

The childminder is skilled at developing children's language skills. Children enjoy a wide range of books and benefit from the childminder's attention and the new words she introduces during story times. She uses every opportunity to develop mathematic skills, as children count in they play. For example, they count glue sticks and sing number songs. The children enjoy making sounds with home-made shakers and learn to share and take turns as they do so. They learn to take responsibility as they help pack away toys and put lids on pens so they do not dry out. Children learn about nature as they grow plants and flowers in the garden. They have good opportunities to learn about the wider world and develop social skills. They go out for walks with the dog and visit children's groups weekly. The childminder is caring and responsive and overall, asks children lots of questions as they play. However, she does not always give children time to think about and respond to open questions to extend their abilities.

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

Children develop good relationships with the childminder as they play in a welcoming, well organised, child-friendly environment. The childminder supports children well, treats them with care and kindness and gives them her full attention. She has flexible settling in procedures so children are secure and settle quickly. She works closely with parents to help ensure a smooth transition for children into her home.

Children develop a good understanding of healthy lifestyles. The childminder has a good awareness of healthy eating and how to store food supplied by parents safely. She provides fresh and dried fruit and vegetables for snacks. Children learn to recognise their own needs as they can help themselves to drinks when they are thirsty. Children's good health benefits from good hygiene practices, for example, they wash their hands before

they eat. The childminder's home is clean and well maintained. Good cleaning routines and nappy changing procedures limit the risk of cross infection. Children have regular opportunities for exercise and fresh air. They go out to play in the childminder's well-resourced garden and regularly visit the local park to use larger equipment. They take the dog for a walk and walk to school and to children's groups.

The childminder has clear expectations with regard to behaviour and manners and she is a positive role model. Children behave well overall, as the childminder provides a positive learning environment using lots of praise and encouragement. She is calm and reassuring when children find it hard to share and manage their strong emotions, due to their stage of development. Older children politely say please and thank you as they ask for things, and happily share toys with the younger children. The childminder offers valuable discussions to teach children about keeping safe. They practise fire evacuation and they learn about road safety. She reminds older children about keeping pen tops away from the little ones, as they colour, for example.

Children are secure and confident in the childminder's care and they happily go off to play. They readily turn to her for support and comfort when required showing they feel safe and secure in her care. She recognises when they are hungry or need to sleep and have nappy changes and she responds rapidly to their needs. Older children are independent in their personal care needs and independently use the toilet and wash their own hands. The childminder supports children's emotional and physical well-being effectively. She has an inclusive approach so children are happy, settled and progress well to the best of their ability.

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

Children stay safe as the childminder carefully supervises them. She completes daily checks and thorough risk assessments, both in her home and as she takes children out. The childminder takes positive steps to minimise hazards such as keeping the door locked. She checks the garden before children go out because of the dog. The childminder has a secure knowledge of child protection and the procedures to follow if she is worried about a child. Parents see her written safeguarding and complaints policies so they know what to do if they have a concern. These measures effectively promote children's safety and welfare.

The childminder has a good understanding of the learning and development requirements and how children learn through play. She organises her home so children can make independent choices and become independent learners. The childminder is keen to update her knowledge by completing her childcare qualification. She has a good understanding of changes in the learning and development guidance. This includes implementing the progress check for children aged two years to support her in identifying any concerns and gaps in children's progress.

The childminder develops good working partnerships with parents. She keeps them well informed about their child's development by sharing both written and verbal information. They work well together to provide a consistent approach to issues such as potty training and managing behaviour. Parents value the caring approach and activities provided. They provide positive comments about the childminder's service. Letters from older children show how much they love their childminder and do not want to leave her care. The childminder has a good understanding of the need to work in partnership with others involved in children's care and education. She discusses children starting time at pre-school in order to help the transition process. The childminder shares information passed on from school. She has effective procedures in place to enable good communication so children receive consistent care.

The childminder realises the benefit of monitoring and reflection and has effectively completed a self-evaluation form to help her reflect on her practice. She has a good understanding of her strengths and areas for improvement and training as she is determined to provide good childcare. She plans to develop her garden to improve children's opportunities for learning and to improve storage of toys in the conservatory playroom, so children have more choice and space to play. She has taken good steps to address issues raised at her previous inspection. Her positive approach to continuous improvement ably promotes good care and learning for children.

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	112152
Local authority	Hampshire
Inspection number	817007
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	10/06/2009
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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