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| Inspection date | 26/02/2013 |
| Previous inspection date | 27/05/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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, confident and well settled in the warm, welcoming environment.
- The childminder supports children well in learning through play, interacting skilfully with them and accurately assessing their progress. She encourages their emerging language skills well.
- The childminder works closely with parents and others involved in the children's care promoting effective partnerships that benefit the children's development.
- The childminder demonstrates commitment to developing her skills and knowledge of early childhood care and education. This helps her to maintain good standards.

It is not yet outstanding because

- children are able to express their creativity and their imagination in a variety of ways but there are fewer opportunities for them to explore and express themselves through music and dance.

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 documents, relating to the Early Years Foundation Stage, provided by the childminder, including children's assessments.
- Parents were not interviewed as part of the inspection, but the inspector viewed letters written by parents.
- The inspector talked with children and the childminder and observed practice during the inspection.

Inspector

Susan May

Full Report

Information about the setting

The childminder registered in 1998. She lives with her husband and two children in Lychpit, Basingstoke, in Hampshire. The ground floor of the childminder's house 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 three children in the early years age range. The childminder also

cares for older children. The childminder works 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:

- provide further opportunities for children to listen to and make music, encouraging them to explore rhythmic patterns through clapping, movement and dance.

Inspection judgements

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

The childminder is experienced and has a secure understanding of the Early Years Foundation Stage framework. Children make good progress in their learning and development as the childminder provides a range of fun and interesting play activities. Consequently children play and explore in an environment that stimulates their interests. She requests initial information from parents so that they share children's learning right from the start. Parents provide information about events at home and regularly contribute to their child's progress records. As a result the childminder appropriately supports children's development and provides a solid base for future progress as they move onto the next stage of their education. Effective assessment arrangements enable the childminder to monitor and plan children's progress. She makes good use of a range of relevant guidance to help her identify how to support children to move onto the next stage of their development. For example, during a game of hide and seek young children confidently count to ten. The childminder extends their mathematical vocabulary during the game, introducing words such as under, over, behind and on top. This successfully promotes children's developing mathematical skills.

Children confidently explore their surroundings choosing what they want to play with as they explore a range of toys and activities. This helps to support their developing independence. The childminder smiles and talks to babies encouraging a response and their early communication. She asks open-ended questions to older children, joins in with their conversation and listens with interest to their replies. As a result the childminder successfully fosters children's communication and language. Children have good access to a range of books and can relax comfortably on the sofa or in a cosy quiet area to enjoy them. Children develop control and coordination as they use tools to explore their creativity with various materials and mediums such as paint, gluing and sticking. They enjoy role play and explore real and imaginary situations, for example, as they care for their dolls in the hospital. However, there are fewer opportunities for children to listen to

music or make their own sounds to enable them to explore rhythmic patterns through clapping, movement and dance.

Children develop future skills as they discover how to make things work, such as pressing the buttons to make a telephone call in order to have a conversation with a family member. Children enjoy a broad range of activities, outings and play experiences. This helps them begin to learn to respect different cultures and understand similarities and differences of people all over the world. For example, as they talk about eye and hair colour and learn some words in another language.

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

The childminder promotes children's physical and emotional health well. She helps children feel safe and secure in her care and is sensitive to their needs, for example, as she recognises when a baby is sleepy and needs to rest. Children are comfortable and clearly feel at home as they move around confidently. They have access to clean, good quality resources that the childminder organises so that children are able to make independent choices about their play. The childminder values all children and manages her time well to make sure that each child receives attention. For example, she spends time playing games with an older child while a baby is asleep. This individual attention helps children form secure attachments with the childminder while helping them feel respected and valued.

Children show increasing respect and consideration for each other as they chat excitedly about other children the childminder cares for and offer toys for a baby to play with. The childminder is a positive role model and encourages good manners as she gently reminds children to say please and thank you. Children behave well and receive regular praise and encouragement, which helps to build their confidence and self-esteem.

Children's physical development is progressing well. They have access to various activities requiring the use of tools such as painting brushes and writing implements. Children use a range of equipment to develop their physical skills further and enjoy opportunities to explore different environments within the local area. Children learn about good hygiene as they follow regular routines such as washing hands after using the bathroom and before snacks and meals. They learn about healthy eating as they eat an appropriate diet, mainly provided by their parents, and discuss healthy choices. Children begin to understand about healthy living as they help the childminder plant and grow vegetables on the allotment and regularly go for walks in the local area. A sense of community develops as they collect older children from school and visit the local library. Children begin to learn about keeping themselves safe as they practise emergency fire routines. Clear explanations, for example, about why they need to move a toy away from the baby helps children develop a sense of concern for others.

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

Safeguarding procedures are robust. All policies and procedures to promote children's health, safety and welfare are fully in place. The childminder has completed safeguarding training and is confident in her ability to identify any concerns. She has secure systems in place to monitor and refer any concerns she may have. The childminder is vigilant about safety and supervises children closely, taking the necessary steps to keep children safe and secure. She completes detailed risk assessments for all areas of the home and on outings. This is an ongoing process in order to keep children safe. For example, while fence panels are being replaced in the garden she has made alternative arrangements for children to get fresh air and exercise by using play facilities in the local area.

The childminder has a good understanding of the ways in which children learn. She works closely with parents and others involved in the children's early years education. She successfully supports children's transition from home to her setting and onto the next step in their learning. She shares knowledge through discussion, memory books and progress records, including those for children aged two years, and nursery link books. This regular sharing of information helps the childminder plan effectively for the next step in children's education and provides consistency and continuity in children's learning. Parents comment positively about the good care offered by the childminder and how she treats each child as an individual. They also comment how well informed they are about children's progress and activities and feel fully involved in their child's learning.

Good systems are in place to evaluate the provision and improve the outcomes for children. The childminder demonstrates a strong commitment to improving the service she provides. All requirements from previous inspections have been met. She is currently updating her knowledge through further training as she undertakes a recognised childcare qualification. In addition she seeks information about training from the local authority and regularly completes courses with external agencies to develop and improve her practices for the benefit of the children.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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

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| Unique reference number | 111284 |
| Local authority | Hampshire |
| Inspection number | 813401 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |

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| Date of previous inspection | 27/05/2010 |
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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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