

Inspection date	05/03/2013
Previous inspection date	27/05/2010

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

- The childminder has an encouraging approach that enables children to develop a 'can do' attitude, be independent and reach their full developmental potential.
- Children's individual needs are well met because the childminder communicates well with her co-childminder and consistently shares her observations.
- Children show confidence and enjoyment, as the childminder supports and responds to their interests, makes suggestions and gently guides them during their play.
- The childminder builds children's sense of belonging and ability to interact with others, through her affectionate and caring approach.
- Children have uninterrupted time to play and explore, because the childminder provides a calm, well organised environment.

It is not yet outstanding because

- The childminder has not sufficiently considered how to strengthen the opportunities for children to enjoy sensory experiences, for example, by providing media, such as gloop.
- The childminder has not developed strategies sufficiently to involve parents in sharing next steps for their children's development on a more regular basis.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 indoor activities in the childminder's home and garden.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parent's comments within documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her husband, who is also a registered childminder and their school-aged child, who is aged over eight years. They live on the outskirts of Aldershot, Hampshire, close to shops, parks, schools and public transport links. The ground floor of the childminders' home is used for childminding and one room on the first floor is used for sleeping purposes. There is a garden available for outside play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are two children on roll under eight years, of whom one is in the early years age range. The childminder walks/drives to local schools and pre-schools to take and collect children. She is a member of the National Childminding Association. The provision operates from Monday to Friday for most of the year.

What the setting needs to do to improve further

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

- strengthen the opportunities for children to enjoy sensory experiences, for example, by providing real life resources and media, such as gloop for them to handle and manipulate
- develop further strategies to involve parents in children's learning in the provision, by sharing next steps for their development on a more regular basis.

Inspection judgements

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

The childminder responds to children's interests, makes suggestions and gently guides them during their play. Consequently, children show confidence and enjoyment as they practice newly developed skills, for example, learning to walk. This enables them to choose what they want to play with and actively explore the resources. Children make good progress in relation to their developmental starting points. Their individual needs are well met, because the childminder communicates well with her co-childminder and consistently shares observations of children's achievements and interests. This enables her to introduce activities and shape learning experiences for each child. For example, when she notices that children enjoy posting objects behind furniture and in small places, she works with her co-childminder to make a posting box for children to use during their play. Activity planning is linked to children's interests and is used a flexible way so that children

can make their own choices. The childminder completes numerous observations of children's achievement, which she uses to identify and promote the next steps for their learning. The childminder provides opportunities for parents to look at and discuss children's learning journals every three months. However, parents are not regularly consulted and involved with identifying the next steps for children's learning, which reduces their involvement and continuity in children's care and learning. The childminder has an encouraging and supportive approach that enables children to develop a 'can do' approach, be independent and achieve their full developmental potential. She gives priority to promoting their confidence, as she gives them lots of reassurance and talks aloud about their individual achievements. Consequently, children feel good about themselves and are provided with a secure foundation for their future and starting school.

Children sit and move their upper bodies to sounds they hear, whilst listening to nursery rhymes playing. The childminder promotes this enjoyment by introducing musical instruments and showing children how to use them. Consequently children bang tambourines and shake maracas to create sound. Some children seek the childminder's involvement and communication, as they offer her the musical instruments to use herself. Children watch and listen to the childminder and other people intently when they are speaking and maintain face and eye contact for long periods of time. Consequently, they are beginning to understand how to interact and communicate, particularly as their interest nearly always prompts adults to respond. As a result, children use and copy sounds, and are beginning to say a few recognisable words. This is because the childminder values their attempts to copy sounds and words, tunes in to what they are trying to say and repeats words back so they can hear them clearly. Children show a strong exploratory approach and determination, as they crouch, stand, walk, balance and move around the indoor and outdoor play areas independently. They show good motivation and a sense of achievement, as they smile with enjoyment, whilst testing their own abilities. The childminder has a good knowledge of how their repetitive movements help them gain confidence. For example, as they frequently choose to take the same route between two areas of the play room to transport toys. This is supported by the childminder who ensures there is plenty of space for children to move around freely and achieve their aims.

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

Children are very happy and settled. The childminder builds children's sense of belonging and ability to interact with others, through her affectionate and caring approach. This can be seen as children enjoy being held and snuggle in for a cuddle, as they fall asleep on the childminders lap after lunch. Children cooperate well during routine events, such as nappy changing and mealtimes. For example, they are happy to come in from the outside play area and be lifted into their high chairs and fed. Children are provided with food and snacks by their parents that are generally healthy. The childminder gives parents information about healthy eating in their information pack and discusses the importance of adapting the texture of food according to children's changing needs. Children are encouraged to drink water at regular intervals throughout the day, which promotes their good health. They are protected from the risk of cross infection, as the childminder wipes

their hands before snacks and mealtimes.

Children have uninterrupted time to play and explore. This is because the childminder is observant of their involvement in activities and provides a calm, organised and well resourced environment. For example, children particularly enjoy using the outside play area, which has wheeled toys, inflatable cars containing balls, a painting easel and a play house. However, there are limited opportunities for children to handle real life resources and media such as cornflour and water 'gloop', which reduces their sensory development. Children are beginning to learn about their own safety, whilst sitting in the pushchair on school runs and outings. The childminder has a good knowledge of children's individual needs and fully embraces their individuality. Children are beginning to develop an awareness of difference as they use resources that reflect positive images and look intently at people when they are talking.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the child. Children's safety is maintained through the use of daily checks of the premises and equipment and risk assessments on outings. The childminder supervises children well at all times and is very observant and responsive to their unexpected movements. For example, when toddlers attempt to climb out of an inflatable car, she quickly puts her hand beneath them, just before they lose and recover their balance. Since the last inspection the childminder has completed additional training that has enhanced her understanding of how to promote children's development. Since younger children recently started, the childminder has worked hard with her co-childminder to reorganise the provision. She has made the resources and activities appropriate for their age and stage of development. The childminder observes and monitors how children use the resources, so she can introduce the next steps for their learning and make adaptations according to their individual interests. Consequently, children are provided with sufficient challenge and are reaching expected levels of development.

Self-evaluation is good. Most recommendations made at the last inspection have been met. The childminder works well as a team with her co-childminder to meet children's individual needs. This good communication means that the childminder shares and implements ideas for on-going improvement. For example, since the last inspection she has obtained additional resources which are well organised and promote children's exploration. The childminder uses parent questionnaires to seek their views about the provision. These show that parents are happy with the care of their 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 action. 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	EY303824
Local authority	Hampshire
Inspection number	843782
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	27/05/2010
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, which are usually the childminder's 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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