

Inspection date	14/03/2013
Previous inspection date	11/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 feel safe and secure with the childminder who provides a caring and loving environment and follows familiar routines.
- Children have formed secure attachments with the childminder and each other. This allows them to feel confident and ready to participate in all activities.
- The childminder has positive relationships and good communication with parents, which contributes to children's well-being.
- The childminder's self-evaluation is accurate and reflects her drive to making continuous improvements to the childminding service.

It is not yet outstanding because

- There are fewer resources to support children's understanding of the world, especially in relation to technology.
- Parents have less opportunity to contribute to their child's development records and ongoing learning.

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 activities in the play room and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspection took account of parental views through supporting letters.
- The inspector sampled records and documentation relating to children's care, learning and development and a selection of policies.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband in Winklebury, Basingstoke. All areas of the property are available to the children, with care mainly taking place on the ground floor, in the purpose-built playroom. A spare bedroom is used for children who need to sleep and there is an enclosed garden for outside play. The childminder takes and collects children from the local school and pre-school. She holds a diploma in Pre-School Practice and Home-based Childcare. This childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in the early years age range and four school age children, all 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:

- build on children's curiosity of the natural world by providing more technology resources, such as magnifiers and torches, to help them explore
- provide more opportunities for parents to be involved in their children's learning, for example, by contributing to development records.

Inspection judgements

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

Children are making good progress in their learning and development while in the care of the childminder. She provides children with a good overall range of experiences and activities, which support their developmental stage effectively. The childminder interacts and plays with the children, offering good support and engaging with them. This, as result, helps children to become confident and capable learners.

Children enjoy the wide range of toys and resources within the childminder's home. She promotes their speech and language skills very well, through consistent support. She skilfully develops their speech, listening and attention skills as she provides worthwhile group games and asks questions about their play. For example, when playing a shopping game, the children reach into the bag and pick an object. They then talk about this object to each other, including discussing the shape, size and what this can be used for. Children are able to access a wide selection of books; these include illustrated story books and textured feely books. Children benefit from opportunities to read books for themselves and

listen well as the childminder reads stories to them. They develop their imaginations as they act out animal noises and gestures that they make, from images they see in the books. This effectively supports the children's early literacy skills and creative play.

Children enjoy expressing themselves using different media and materials, and enjoy creating pictures using colouring pencils and paints. Children have good opportunities to develop their physical abilities through regular outside play in the childminder's garden. For instance, they enjoy playing with push along toys and take turns riding the 'dog car' down the slopes. They visit toddler groups and local play areas, which helps support their developing physical, independence, and social skills. Children have good opportunities to develop their understanding of the world. For example, they all take part in doing the weather chart in the morning and show an interest in how things work, such as telephones. However, there are fewer opportunities for the children to develop an interest in other technology because resources such as tape recorders and torches are not always accessible.

The childminder has a good system in place to record children's development. She makes suitable use of documentation and 'learning journals' to record regular observations of children's achievements and identify next steps in their learning. The childminder is skilful at linking her observations to the seven areas of learning. She then uses this information to plan activities for the children to enhance and support their overall learning. The childminder has put together a good quality progress assessment for children who are aged between two and three years, when they reach this age group. Parents contribute to these successfully. However, the childminder does not fully encourage them to contribute to their child's overall learning journal. Despite this, the childminder shares the learning journals with parents to enable them to see how their child is progressing in their development towards the early learning goals.

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

Children demonstrate that they are happy and confident within the childminder's care. They show that they have good relationships with the childminder. For example, they readily invite her into their games and seek reassurance from her when unknown visitors arrive. Children highly benefit from the welcoming and homely play environment. They explore with confidence and instigate play through the good range of accessible toys and resources. Children demonstrate that they feel safe and secure in the childminder's care as they quickly settle to activities. They learn how to keep themselves safe through the good quality questioning and discussions that they have with the childminder. For instance while playing with the sand, they remind each other not to flick it as this will hurt each others' eyes.

Behaviour is good overall; the childminder encourages children to play cooperatively and to respect each other's turn, especially when they are looking at individually chosen books. This allows all children to share popular toys and be considerate to one other. Activities like these help prepare children for the next stage in their transition, such as to pre-school. Children develop a healthy lifestyle overall. They enjoy a good range of activities outside,

which effectively promotes their physical skills. For example, they enjoy free play in the garden and regularly visit places of interest, such as the local parks. Children bring lunch boxes from home and meals times are social occasions where the childminder sits with the children to encourage them to make healthy food choices.

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

The childminder has a good understanding of her responsibilities to maintain and adhere to the welfare requirements. The childminder has a secure awareness of the safeguarding procedures. She is fully aware of her role to protect children and has a good knowledge of what to do if a child protection concern arises. The childminder protects children's welfare and cares for them in line with their parents' wishes. She has all required records, such as risk assessments, consents and other paperwork to meet the requirements of the Early Years Foundation Stage.

The childminder is fully aware of her strengths and areas for future improvement. She evaluates her practice effectively and is proactive in addressing areas of development, such as reflecting upon her knowledge and updating her documentation. This ultimately enables her to address any gaps in children's development and provide an environment that supports all areas of their learning.

The childminder works well with the parents. She communicates with them verbally every day and provides them with written feedback via a daily diary. This enables the parents to hear and see first hand how their children have been and how the childminder meets their welfare needs. The childminder is developing partnerships with others who care for the children and these are developing well. The childminder regularly exchanges information with schools, for example, which helps to provide continuity of care and learning for all 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	EY315403
Local authority	Hampshire
Inspection number	847516
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	11/05/2009
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, 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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