

Inspection date	15/03/2013
Previous inspection date	17/02/2010

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 develop good independence and skills for their future learning because the childminder plans and organises an accessible, safe and stimulating environment.
- The childminder establishes strong relationships with children who demonstrate a secure attachment to her.
- The childminder fully understands the safeguarding and welfare requirements of the Early Years Foundation Stage. She places a high priority on safeguarding and good practice is well embedded.
- Children's learning journeys are comprehensive and show a clear picture of their progress. This is achieved through regular observations and tracking.

It is not yet outstanding because

- Information about children's learning is not consistently shared with the schools and early years settings children attend.
- The childminder does not gather information about what children enjoy doing at home so that she can plan and build on this in her setting.

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 main play spaces including the dining room and lounge areas.
- The inspector had discussions with the childminder and the children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and policies.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and their school aged child in Basingstoke, Hampshire. The whole house is registered for childminding and toilet facilities are located on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently offers care to one child in the early years age group. She cares for a number of older children before and after school and during the holidays. The family have a pet cat.

What the setting needs to do to improve further

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

- strengthen the existing partnerships with families, local schools and other early years providers children attend, to allow more consistent sharing about children's learning and development.

Inspection judgements

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

The childminder provides a caring, friendly and stimulating learning environment. Children make good progress in their learning because the childminder has a secure understanding of how to promote the seven areas of children's learning and of how children learn through play. All children are working comfortably within or slightly above the typical range of development expected for their age. Effective ongoing assessment, based on regular observations, enables her to clearly identify starting points in children's learning in order to plan for their next steps. Each child has their own learning journey record, which shows progress illustrated through photographs and observations, and the childminder has a comprehensive knowledge of each child's development and future needs. Her thorough systems of assessing children's progress mean she is able to effectively complete the statutory assessment at age two. All assessments are regularly shared with parents, which helps to keep them informed of their child's progress. However, the childminder has yet to extend her learning journeys to include information from parents on what children are currently doing at home, in order to allow her to build further on what children enjoy doing with their families, and to give parents the opportunity to extend learning at home.

Children enjoy a wide variety of purposefully planned learning opportunities that promote

all areas of their development in many fun and interesting ways. For example, children showed an interest in the Royal family and the childminder planned a trip to London to visit Buckingham Palace, to support and build on this further. The childminder skilfully plans activities to include and challenge all children at their own individual level. She is very aware of their current interest and uses these to promote new experiences and build on existing skills. Children concentrate well as they are challenged by activities they enjoy. For example, they enjoy completing challenging puzzles and show pride in their achievements. This means that young children are always eager to learn and are positively engaged.

The childminder promotes children's early communication and language skills well. She uses clear speech and repetition during children's play to reinforce developing language. During routine activities she makes good use of asking open-ended questions. This allows the children to think about what they are doing and enhances their language skills as they describe what is happening. For example, during a craft activity, the childminder encourages minded children to explore the texture of the paint and glue and introduces new language such as 'gloopy'. As a result, children are confident communicators and develop good listening skills to prepare them well for the next stage in their learning.

Children enjoy a full range of creative and messy play opportunities. This enables them to explore with a range of textures and use different equipment and techniques in order to express themselves in different ways. They confidently count the paint bottles, identify the colours and start to experiment with a range of brushes, sponges and prints. Young children show good levels of control and creativity as they plan out their pictures and talk about what they are designing.

The childminder works well with parents and develops friendly working relationships. Parents receive good quality information and documents about the childminder's practice and the way in which she works. Verbal feedback is given daily to enable parent to understand their child's day. Parents write that they highly value the support and care provided by the childminder, who is flexible, caring and very supportive.

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

Children form close bonds with the childminder and are comfortable and at home in her care. The childminder works closely with parents to ensure the individual needs of each child are met. Children feel welcomed into the setting because the childminder makes sure that their favourite toys and activities are available as they arrive. The childminder is on hand at all times to offer support, guidance and frequent praise and encouragement. As a result, children develop a strong sense of well-being in the childminder's care.

The childminder has arranged her home so that it is a welcoming place and children play safely. Her home is equipped with good quality and accessible resources which enable children to freely choose what they want to play with. Children quickly develop familiarity with routines, showing that they feel safe and secure. This also enables the childminder to value and include the children within the setting and they form a strong sense of

belonging as a result. Children develop a good understanding of health and safety. They gain an understanding of risk through activities that encourage them to explore their environment. Children are encouraged to try things for themselves and think about safety boundaries when going outside. For example, being aware of cars when out on walks.

Children develop good healthy habits throughout daily routines as they enjoy regular opportunities for outdoor play and make healthy choices at snack time. They are developing good hygiene skills as they know to wash their hands before eating snacks and meals. They learn good self-care skills from a young age because the childminder encourages them to complete tasks for themselves. For example, children cut up their own strawberries for snack time and spread butter and jam on their toast in the morning. This in turn helps to support their future transition when they move on to other settings.

Children behave well because they are well occupied and supported by the childminder. The childminder's good role-modelling and meaningful discussions help children to be responsible and to consider the needs of others. For example, children learn to tidy up after themselves, washing paint brushes and sponges and packing away the arts and crafts.

Children develop their physical skills, strength and control as they use a variety of large play equipment at the local parks. The childminder attends a number of local groups on a weekly basis. Consequently, children learn important social skills, such as cooperation, turn-taking and extending relationships with other adults and peers. This provides the opportunity for the children to share experiences, and develop and explore other activities, such as the craft and music groups.

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

The childminder has a good knowledge of how to protect and safeguard children and has a secure understanding of her responsibilities. She is well aware of her accountability to meet the requirements. The childminder has a good understanding of child protection procedures and how to safeguard the children in her care. She attends regular child protection training and understands the procedures to follow in the event of a concern about a child in her care. Therefore, she promotes children's welfare effectively. She makes sure that detailed risk assessments are in place and reviews these regularly. This means that children's safety is well promoted both in the home and on outings. A good range of health and safety policies and procedures underpin the effective running of the provision and successfully support children's health and safety.

The childminder has a good understanding of the learning and development requirements. She plans and provides an effective range of experiences to help children make good progress towards the early learning goals. Monitoring of the educational programme is effective and supports the childminder's clear understanding of children's abilities and progress.

The childminder demonstrates a strong commitment to improving her service and is enthusiastic and committed to her role of working with children. She has positively responded to the recommendations from her previous inspection. As a result, the learning environment has been enhanced to promote children's safety and learning. The childminder reflects on her service and evaluates her practice to enable her to identify areas for future development. She is able to highlight her key strengths clearly as well as the areas she is currently working to improve. She seeks the views of the parents and the children and uses these to shape the service she provides. As a result, the childminder's service effectively meets the needs of the children and their families.

Partnerships with parents are positive; they write highly of the service she gives, through feedback sheets and references. The childminder works in partnership with other settings that children attend in order to ensure that general information regarding their well-being and some information about learning is shared. However, this work has not been fully extended to include an effective two-way sharing of information regarding children's progress and next steps towards the early learning goals. This means there is scope to improve planning for children's individual progress through joint working with others involved in their learning and development.

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	EY401074
Local authority	Hampshire
Inspection number	844878
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	17/02/2010
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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