

Inspection date	12/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		Not Applicable
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 and settled. The childminder has a good understanding of children's individual needs, successfully promoting children's emotional well-being.
- The childminder uses effective systems to monitor, assess and plan for children's progress. As a result, children are making good progress in their learning and development.
- Children's communication is successfully promoted through the childminder's positive interaction, as she encourages babies' early conversations.
- Effective risk assessment procedures are followed to make sure potential hazards are quickly identified and minimised.

It is not yet outstanding because

- The play environment has too many toys and resources in a small area to promote a visually calm learning space and support children's independence fully.
- Strategies to support and engage parents, and other settings children attend, in children's learning have not yet been fully developed.

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 and interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to Early Years Foundation Stage provided by the childminder, including children's assessments.

Inspector

Dinah Round

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her partner and young daughter in Andover, Hampshire. All areas of the home may be used for childminding and there is an enclosed rear garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for three children; all are in the early years age range. The family has a chinchilla, kept in a secure cage. The childminder is a member of the National Childminding Association and has a level three nursery nursing qualification. The childminder also has a Certificate in Montessori Theory and Methodology and follows the Montessori educational philosophy.

What the setting needs to do to improve further

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

- strengthen the systems used to support and engage parents and others in children's learning and development.

- review organisation of the play environment to make the space visually calm and enhance children's independent learning.

Inspection judgements

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

The childminder has a good knowledge of child development and uses her skills well to provide fun and interesting play activities that promote children's active learning. As a result, young children enjoy playing and exploring in an environment that stimulates their interests. The childminder has a clear understanding of the Early Years Foundation Stage Framework learning and development requirements. Ongoing observations are used effectively by the childminder to monitor and plan for children's progress. She refers to documents, such as Development Matters in the Early Years Foundation Stage, to support the next stages in children's development. Consequently, children are making good progress in their learning and development in relation to their starting points.

Children are developing good skills for the future. Babies show curiosity as they look around their surroundings. The childminder thoughtfully positions age appropriate toys close-by to encourage babies to reach out and touch them. For example, they enjoy exploring and feeling different textures and turn their head and kick their legs in response

to the sounds and lights. This successfully promotes their physical development. Babies benefit from the childminder's positive interaction. She encourages playfulness as she makes eye contact, tickles their tummies and repeats their sounds to foster early conversations. They smile and gurgle happily in response. The childminder makes effective use of sign language to aid children's communication skills. She uses songs and rhymes to provide fun learning experiences for the younger children. For example, babies respond with smiles as the childminder holds their hands and slowly rocks them back and forward to the 'Row, row, row your boat' song. All children have good opportunities to take part in sensory play, such as exploring jelly, playdough, cornflour and water. Babies enjoy using their senses to investigate the everyday objects in the treasure basket. The childminder is skilful in encouraging babies to discover new things taking them outside to look around and widen their experiences.

The childminder works closely in partnership with parents. She gains detailed information at the beginning of an arrangement, through discussion and completion of the 'All about Me' forms. She uses this effectively to help her follow the children's routines, likes and dislikes, so they feel comfortable. The childminder provides support and guidance to parents about their children's development. The daily diaries, alongside informal discussions, keep most parents successfully informed about their children's care, well-being and development.

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

The childminder's effective care practices help children feel emotionally secure and promote their physical health well. She tunes in sensitively to babies, providing warm and consistent care, and responds quickly to their needs. For example, she recognises when babies are getting tired and settles them down for their morning sleep. The childminder cuddles and soothes babies if they become upset, which helps them form secure attachments.

Detailed risk assessments are completed to help the childminder identify and minimise potential risks to children. She continually risk assesses the play environment to make sure that children can play safely. For example, she explains to older children to tidy away small pieces of the puzzle to prevent babies from putting them in their mouth. She maintains good levels of supervision to make sure that children are kept safe in their play. The childminder provides a good role model to promote positive behaviour. She talks to young children to help them to understand that throwing toys is not acceptable and to share is important. The childminder acknowledges children's achievements, clapping her hands and giving regular praise and encouragement. This helps build children's confidence and self-esteem. The childminder promotes healthy lifestyles for children. She liaises closely with parents to follow babies' individual feeding routines, introducing new foods in accordance with parent's preferences. This helps to promote the good health of children.

Overall, the childminder organises her home well to meet the needs of all the children in her care. The well-resourced, welcoming environment provides a broad range of toys and play equipment. Some resources are easily accessible for children to freely select and the

childminder rotates other items of play equipment. However, the lounge area has too many toys and resources spread around a small area. This is distracting and does not create a visually calm space to enhance young children's independent learning. Children have regular opportunities to be outdoors and go on outings for fresh air and exercise. They take part in weekly mini-gym sessions and enjoy walks to the local parks where they play on different play equipment. This widens children's learning experiences and helps them to learn new skills.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a secure knowledge of safeguarding issues and the procedures to follow if she has a concern about children in her care. She is clear about her responsibility to provide a safe and secure environment for children. The childminder maintains all required records, which are stored confidentially. This contributes towards making sure that children's safety and well-being is well supported.

The childminder is clear about her responsibilities in meeting the learning and development requirements. She has a nursery nursing qualification and uses her knowledge to support children's ongoing development. Observation and assessment arrangements are effective in enabling the childminder to monitor and plan for children's progress. The childminder has only recently started childminding and is continuing to develop her practice. However, she successfully adapts play activities to meet children's needs, such as introducing new experiences to stimulate babies' interests. She links with her local child development officer for advice and support, and reflects on how she can make further improvements.

The childminder has good relationships with parents, which means that children's individual needs are met well overall. However, the childminder has not yet established links with other settings children attend, such as schools, to enhance the continuity for children's learning and development. This also affects how well she is able to identify and share children's progress with parents, to continue to support and engage them in children's learning at home. In addition, parents are not always encouraged to extend children's learning at home. Parents receive a comprehensive portfolio and prospectus giving information about childminder's policies, procedures and business arrangements. It also includes a parent's guide to the Early Years Foundation Stage. This helps to keep parents well informed about the childminder's practices and responsibilities.

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
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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 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	EY422333
Local authority	Hampshire
Inspection number	739567
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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