

Inspection date	26/03/2013
Previous inspection date	22/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Met
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 make good progress because of the effective way the childminder assesses their learning and development and plans for their individual progress towards the early learning goals.
- The childminder provides a wide range of resources which interest children, and motivate them to learn.
- Children's safety is prioritised through the robust risk assessments the childminder makes and her vigilance around safety, both in the home and when on outings.
- The childminder builds secure attachments with the children and installs a sense of well-being as children feel safe and secure with her.

It is not yet outstanding because

- There are fewer opportunities for children to investigate the natural world and malleable play materials in the garden.
- The system for self-evaluation does not include the views of parents and children.

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 children's activities in the indoor play area downstairs.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector checked evidence of suitability of the childminder and looked at a range of policies and records.
- The inspector examined children's development records. These were discussed with the childminder to assess her understanding of the children's learning and how she plans for their next steps.
- The inspector viewed the areas for children sleeping and toilet facilities upstairs.

Inspector

Helen Edwards

Full Report

Information about the setting

The childminder registered in 1990. She lives with two children, who both attend college. The family home is in a residential area of Farnborough in Hampshire, within walking distance of local amenities. Children may play on the ground floor of the home only, in the open-plan, sitting-dining room with a conservatory play area. The bathroom is on the first floor and smaller children can sleep upstairs in a travel cot during the day. There is an enclosed, rear garden. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently the childminder has one child on roll in the early years age group.

What the setting needs to do to improve further

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

- provide opportunities for children to explore the natural world and to investigate malleable materials in the garden.
- review and extend the self-evaluation process to include the views of parents and children, to ensure that the quality of provision continues to improve.

Inspection judgements

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

Children make good progress in their learning because the childminder provides them with a wide range of resources and activities tailored to their interests and developmental levels. The childminder makes accurate observations of things children can and cannot do, and uses these to identify specific areas for development. She uses information from parents, along with her own observations, to establish children's starting points and capabilities. She uses this information to plan stimulating and enjoyable activities which promote their progress. The childminder works closely with parents and shares information regarding children's progress by using verbal communications and a written learning journey.

The childminder promotes communication and language well as she reads books with the children, and develops their language through introducing new vocabulary, for example the names of familiar shapes. She encourages the children to join in with nursery rhymes and songs to support their language development. Children develop their physical skills through rolling and cutting out dough shapes, and when the childminder takes them to

the local play parks. The childminder uses mathematical language throughout her play with the children, for example, counting the number of bears and discussing the size and shape of objects.

Children engage in singing, dancing and playing musical instruments and have opportunities to write, draw and paint. They help to look after the tortoise, learning how to care for living creatures. However, there are fewer opportunities to learn about the natural world or to investigate malleable play materials such as sand, in the garden.

The childminder encourages children to make choices in their play and they freely select toys that interest them, from the wide selection on offer. Children are confident and able to express their feelings and needs. It is evident through discussions with the childminder that she knows the children well and uses her knowledge effectively to support them in their development.

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

The childminder builds warm and affectionate relationships with the children in her care, and they feel very secure and settled as a result. Plenty of cuddles and affection are shared, enabling all children to feel well cared for and valued. The childminder's enthusiasm and knowledge of her role helps to ensure children's well-being is promoted effectively at all times. She understands how familiar routines can help to promote this. A gentle settling-in routine ensures that children and families are happy with the provision.

Children are able to get outside in the fresh air each day, either in the garden or during a visit to the local play parks. Physical activity in the home is part of the daily routine, developing muscles as they play, such as, through mark-making with crayons and paint, and joining in with dancing and playing musical instruments. Children enjoy healthy meals and snacks and the childminder follows good hygiene routines to maintain their health and well-being.

Children are supervised closely but allowed to try to do things for themselves, with active encouragement from the childminder. This helps to develop their independence, confidence and self-esteem.

The childminder interacts with the children in warm and friendly manner, while setting clear and consistent boundaries for behaviour. She follows a sound behaviour management policy, praising children for their good behaviour and dealing with unwanted behaviour using a range of effective techniques.

Children become familiar with a local pre-school as the childminder takes and collects from there. The childminder has formed links with the pre-school staff in order to exchange information about their shared children's progress.

The effectiveness of the leadership and management of the early years

provision

The childminder meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She is aware of safeguarding issues and has a thorough understanding of how to keep children safe. She understands her responsibility to notify Ofsted of any information that may affect her suitability. Following a prompt notification by the childminder Ofsted completed an investigation and asked the childminder to complete a child protection course. As a result of completing the training the childminder is confident in her knowledge of what to do in relation to any safeguarding concerns. Clear and robust policies are in place to inform parents of her role in safeguarding children and what they should do if they have a complaint about the service.

The childminder ensures the environment is safe and secure to enable the children to play safely and develop their skills. She undertakes thorough risk assessments of the environment and of any trips she is planning, for example to the library or to the local play parks.

The childminder fully understands her responsibilities to support children's learning and development. She manages the educational programmes effectively so that all children develop the skills they need to take part and become active learners. She has a good knowledge of the way in which young children learn, and her interactions are always purposeful and positive. The childminder monitors children's progress effectively and acts swiftly to address any learning and development issues.

The childminder evaluates her practice and is keen to continually improve her provision. However, she does not seek the views of parents and children to support her in her ongoing self-evaluation.

Parents and carers are very pleased with the care their children receive. Parents have written to the childminder, saying, 'We are grateful for everything you have done for us' and 'Thank you so much for the love and attention you have given to my child and for all the support you have given us'. A child wrote 'You are the best childminder ever!' The childminder has created a parent policy which encourages parents and carers to play a full and active part in sharing information about their child's progress. She states 'We are both working towards the same aim- the safety, happiness and development of your child'.

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	112437
Local authority	Hampshire
Inspection number	902237
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	22/02/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

