

Inspection date	03/04/2013
Previous inspection date	28/04/2009

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 are well cared for. They have close relationships with the childminder and each other.
- The childminder has a good understanding of child development and how it links to the early learning goals.
- The childminder's knowledge of the children supports them in making good progress in their learning.
- Parents are kept well informed of their children's activities, experiences and progress and they work effectively with the childminder for the benefit of the children.

It is not yet outstanding because

- The environment is not sufficiently rich in text to allow children to fully explore and learn about the use of the written word.
- Resources are not always displayed effectively to allow children to make independent choices.

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 the positive interaction between the childminder and children.
- The inspector sampled the children's records, observations and assessments made on them by the childminder.
- The inspector talked to parents and looked through parental questionnaires.
- The inspector observed and talked to the children whilst they played.

Inspector

Amanda Shedden

Full Report

Information about the setting

The childminder was registered in 1986. She lives with her husband and adult son in a house in Boyatt Wood, Eastleigh, Hampshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, all of whom attend part-time. The childminder drives/walks to local schools to take and collect children. The childminder has animals in the home. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- create an environment rich in print where children can learn about words, for example, using names and labels
- improve the storage of children's toys to enable them to make more independent choices in their play.

Inspection judgements

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

Children are happy and enjoy their time with the childminder. The childminder has a thorough understanding of their individual developmental and care needs. Her understanding of the early years framework and knowledge of child development supports the good progress children are making.

The childminder uses the accurate observations she makes on children and her tracking system to assess the children's development. She is fully aware of the individual children's interests and uses activities that will both interest them and promote their learning. Her friendly positive interaction encourages children to join in and learn while they play.

Children enjoy completing puzzles, they concentrate and persevere as they count and join the numbers together. The positive interaction from the childminder fully supports them

as they count the dots and match the numbers to the correct pieces. While completing a large alphabet puzzle the childminder encourages the children to identify the different objects and the sounds of the letters. Children create imaginary stories together, dressing up as fire fighters and put out imaginary fires. Their pre-writing skills are promoted as they draw and colour and try to write their names on their works of art. The childminder interacts positively with them as she talks to them about the sounds of letters in their names. All these activities help children develop skills to prepare them for the next stage in their learning.

The childminder completes assessments for two-year-olds. Parents are asked to contribute their knowledge of their child. The results are shared with the parents and this ensures that both parties are fully aware of the continuing learning needs of the child.

Parents are fully aware of the activities and experiences their children have with the childminder through daily discussions and the sharing of information. This ensures that there is continuity of care. Worthwhile discussions take place with the parents so they are fully aware of the observations made on their child. They discuss and agree together the child's next stage in their learning.

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

Children are cared for in a caring welcoming home where they have made secure attachments to the childminder and the other minded children. Their confidence is fostered through the calm interaction of the childminder. She is a good role model, talking to them calmly, praising their achievements and building on their self-esteem; this is reflected in their good behaviour. Children listen and respond to her positively when she asks them to help put the resources away, for instance.

When children start attending the setting, the childminder gathers information, so that she gets to know their individual needs. Children benefit from individual attention, which helps them feel secure with the childminder and fosters a close relationship between them. This gives children a sense of security and emotional well-being.

Young children are being introduced to healthy lifestyles. They have daily exercise through visiting different parks and play centres. In the summer the children have access to a swimming pool, all of which supports children's physical development. Young children clearly know the routine, holding their hands out for wipes before eating and washing their hands after nappy changing. Parents provide all meals and snacks however, children help themselves to their drink bottles throughout the day, which the childminder will top up if required.

Children learn about being and keeping themselves safe. They know not to carry scissors around and are very clear as to the procedure to follow if they needed to evacuate the premises.

Children play with a range of good quality resources. They choose to play in the lounge, kitchen or hall. Some children can confidently choose what they wish to play with, however, the display of resources does not fully support all children in being able to choose. There are no written words on display to help them understand the variety of uses of the written word. The interaction of the childminder enhances the children's choice of resources. Her effective, open-ended questions encourage them to contribute their own knowledge or how they would like the game to extend. All of which provides children with experiences that help develop their growing independence and co-operation.

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

The childminder has a good knowledge of how to keep children safe and what procedures to follow if she had any concerns about a child. There are effective policies and procedures in place to support her practice and the parents are made suitably aware of them. This ensures that they are both fully aware of each other's responsibilities. She is well organised and uses risk assessments and her own knowledge to help ensure that her home and any other environments the children use are as safe as possible. The childminder is qualified in first aid, and able to assist children who may be affected by accidents and emergencies.

The childminder has successfully completed her National Vocational Qualification at 3 in Childcare and Education recently. This has increased her knowledge and skills, which helps her effectively promote good outcomes for children. In addition she has undertaken short courses to keep her skills up to date.

The childminder's good knowledge of the learning and development and welfare requirements ensure that children's overall well-being and learning are successfully promoted. She has an accurate understanding of where each child is, in relation to the early learning goals. This enables her to offer children activities that continually support their progress as they learn through their play. She regularly shares this information with the parents so that they are able to continue the child's learning at home. Parents are very pleased with the care and education their children receive at the childminder's, stating how much their children enjoy coming here. She works with other providers of the Early Years Foundation Stage to ensure that children are offered continuity in their learning.

The childminder has asked parents to contribute to her evaluation of her service. They are all extremely happy with the care and experiences she offers their children. She has met all the requirements from the last inspection and made changes that benefit the children. She has created an action plan, to continue to develop her practice and this in turn will improve the outcomes for 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	111552
Local authority	Hampshire
Inspection number	813409
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	28/04/2009
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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