

Inspection date	24/04/2013
Previous inspection date	20/09/2010

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

- The childminder has a strong understanding of the areas of learning and she has fully developed her systems of recording children's progress to meet the prime and specific areas of learning.
- The family home is dedicated to children's care and the childminder focuses on children's needs. She continually engages with children and encourages their growing communication skills through conversation and repetition.
- The childminder has developed close relationships with children and she shows a competent understanding and awareness of children's individual needs and settling routines.
- The childminder competently organises daily routines and she regularly plans outings and activities to extend children's understanding and interest in the wider world.

It is not yet outstanding because

- The childminder has not fully used the views of parents and children to evaluate all areas of the provision.

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 explained the inspection process and viewed all areas of the home and garden.
- The inspector gained evidence through observations and by viewing documentation. She talked to the children and the childminder.
- The inspector shared the inspection judgements during feedback.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2000. She lives with her husband and three children; two of whom attend full time school. The family home is situated in Fareham, Hampshire and there is a pet rabbit housed in the garden. Children play on the ground floor and use the hall, sitting room and dining room. A travel cot is available in one upstairs bedroom for day-time sleeping. There is a toilet available on the ground floor. Children have access to a fully enclosed rear garden with a sheltered all-weather play area under a canopy. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She has a National Vocational Qualification in early years childcare at level 3. The childminder works with her husband who is also a registered childminder. There are currently eight children attending the provision, five children are 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:

- strengthen the effectiveness of self-evaluation, to include contributions from children, parents and carers to clearly identify areas for further development

Inspection judgements

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

The childminder shows a clear commitment and a positive attitude towards encouraging children's learning through everyday routines and conversation. She has a strong knowledge of children's development and uses this when she focuses on their individual needs. The childminder continually engages with children and encourages their growing communication skills through conversation and repetition. She has effectively developed her understanding of all areas of learning. The childminder and her husband co-childminder organise the daily routines to meet children's individual needs; they plan outings and activities every season to encourage children's next steps in development. For example, they have recently visited a farm and seen new lambs. They have talked and learned about baby animals and the childminder has followed and extended the farm theme when playing at home. The childminder provides children with frequent opportunities to paint and print; children's records of learning contain many examples of how they make marks to develop their early writing skills. She draws with children and encourages them to add windows to the house. They count these together and talk about adding a door and a roof. The childminder encourages children's interest in a planned flower painting activity that will be included after lunch. This ensures that pre-school

children who arrive at lunch-time can take part as well. The childminder provides resources that encourage children to lead their own play. For example, children spend a long time with the play kitchen. They make toast and offer cups of tea to both childminders. Children know how the play toaster works and they wait for the toast to pop up. This allows children to re-enact real life routines they see and develop their imagination. The childminder uses repetition well for younger children to introduce new words and increase their vocabulary. She encourages children to build towers together to see whose is the highest and includes mathematical language to describe size, height and numbers with them.

The childminder has developed individual learning records for all attending children. She has clearly noted observations of children's abilities and she uses the Development Matters in the Early Years Foundation Stage guidance to plan children's next steps in development. She fully recognises and explains individual children's strengths and interests. The childminder is currently using this information to provide written two-year-old assessments on the children in her care. Parents sign these assessments and include their own comments to show they understand their children's ongoing development. Parents provide good information about children's starting points and they take their children's records home to share with families. They have very clear information about the Early Years Foundation Stage learning and development requirements and this explains how they can contribute to children's learning at home.

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

The childminder has developed close relationships with children and she shows a good understanding and awareness of children's individual needs and settling routines. For example, she recognises when children are shy and show apprehension because they have recently started to attend her setting. The childminder supports them by sitting close and offering affection, she smiles and reassures them. She shares information about what will happen next and who will be arriving that afternoon to be cared for too. The childminder encourages children to draw with her and involves them in building with construction toys. She praises children for their independent efforts and for sharing resources. This builds up their confidence and self-esteem. There are planned and regular daily routines for snacks and mealtimes. All children sit together at the table to learn social skills. Parents and children can see the daily menu displayed. They have clear messages to encourage positive behaviour and the childminder very appropriately uses distraction with younger children. There are written house rules in place for parents and older children to understand and these fully encourage good relationships and fairness.

The home environment is dedicated to children's care and the childminder focuses on increasing children's need for understanding safe routines. She includes safety equipment within the home to encourage children's awareness and understanding that an area may not be safe for them on their own. She assesses risks and hazards effectively, for example, the corner of the dining table has protectors on to prevent children bumping their heads as they pass. Children show they understand the dangers of hot drink and food because they spontaneously practise blowing on pretend cups of tea during role play.

They learn about the hazards of sharp knives when practising with cutlery and utensils as they take part in cooking activities.

Children have daily opportunities for healthy exercise in the garden and on outings and this supports and strengthens their muscle growth. They climb and negotiate the low slide with enthusiasm. Younger children ask frequently to bounce on the trampoline and the childminder provides full supervision. Children learn about the importance of hygiene through cleaning their hands before snacks and mealtimes. They follow daily routines of brushing their teeth after breakfast and are gaining independence in personally managing the toilet.

Children have ample space to move between the rooms and they access resources in each separate area. The childminder prepares these in advance according to the age and stage of development of children attending. The childminder fully supports younger children's short attention span and appropriately uses puppet books to interest them and increase their concentration levels. The childminder is working with parents to increase children's independence in preparation for going to school. For example children learn to manage their own clothes and to take responsibility for their own belongings. Children practise forming and recognising the letters of their own name. The childminder increases children's understanding about attending school through frequent conversation and planning for activities.

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

The childminder demonstrates a strong capacity to improve. She has a good knowledge of requirements of the Early Years Foundation Stage through completing on-line training. This has enabled her to competently understand the areas of learning and how to implement these. She has fully developed her systems of observing and recording children's progress and she includes plans for children's next steps in development. This ensures that she helps children to keep moving forward in their development.

The childminder shows a strong knowledge of each child's level of development. She obtains clear and precise details from parents and this information forms children's starting points. The childminder thoroughly focuses on children's personal, social and emotional development when they first attend. She builds her knowledge of their capabilities through observing their play and offering a wide variety of experiences. The childminder has a strong understanding of safeguarding children. She has a full range of written policies and procedures and she shares these with her co-childminder in order that a cohesive approach is followed within the provision. The childminder clearly knows how to follow these procedures if there are any concerns about the children in her care. She has attended training in child protection and keeps up-to-date with relevant information.

The childminder has effectively started to evaluate her provision. She assesses risks and hazards in the home and garden, addressing any she finds promptly, to promote children's safety. She has sought new information to support her knowledge and understanding of

the requirements for children's learning. She has attended training in Makaton, which enables her to support children's language development using sign language, and this helps her to support individual children's needs. However she is not yet using information from parents, children or other carers when planning for future improvement to her provision.

The childminder has established strong relationships with parents and this promotes continuity of care for children. She includes all the required information and permission from parents to maintain children's welfare. She encourages parents to share daily information about children; they see and contribute to their children's records of development. The childminder has established good links with the local pre-school who share children's care. She fully understands the importance of working together to promote effective progress across all areas of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	112205
Local authority	Hampshire
Inspection number	909375
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	20/09/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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