

Inspection date	04/06/2013
Previous inspection date	09/03/2012

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

- The childminder enjoys the company of the children and joins in enthusiastically with their play and learning.
- The childminder meets the emotional needs of young children well and they form secure attachments.
- The childminder develops young children's communication and language skills effectively.
- The childminder demonstrates a positive drive for improvement through attending further training.

It is not yet outstanding because

- Opportunities for children to take part in make-believe play and to learn about differences in society are less well resourced.

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 living room.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, and a selection of policies and children's records.
- The inspector also took account of the views of parents by reading letters and questionnaires they have completed.

Inspector

Alison Kaplonek

Full Report

Information about the setting

The childminder registered in 1994. She lives with her school age child in the Colbury area of Totton, in Hampshire. The whole of the childminder's home is available for childminding although this usually takes place on the ground floor where a toilet is available. One bedroom is used for a child sleeping in a cot. The childminder has two pet dogs and a cat. There is one child in the early years age group on roll. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She also offers care to children aged up to 11 years.

What the setting needs to do to improve further

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

- consider ways to develop children's understanding of differences and children's diverse backgrounds
- improve the availability of resources to enable children to engage in make-believe and dressing up activities.

Inspection judgements

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

Children make good progress in all areas of their learning and development. They benefit from being with a caring childminder who has a good knowledge and understanding of how to promote children's learning. She guides their development through warm and positive interaction. Children take part in a wide range of activities which follow their interests and cover all areas of learning. Children develop their communication skills very effectively while talking with the childminder about the items in the treasure box or while looking at books. They speak clearly and confidently and are eager to try new words. Younger children enjoy looking at books and make animal noises as they point to the pictures. They are beginning to count and name colours as they carefully move the wooden pieces of the shape sorters. They talk with the childminder about having two hands and feet and point to their noses and eyes. They clearly enjoy the childminder's company and laugh as they play and interact together.

Younger children develop good physical skills as they dance to music or play in the garden. They learn about different animals as they talk about the family pets or look at the horse at the bottom of the garden. Older children regularly use the equipment in the

local park or go on nature walks in the New Forest. They learn about how things grow as they plant their own seeds or make up flower boxes.

The childminder gets to know the children quickly through making observations and in her discussion with parents. She has a good understanding of child development and plans her day according to the children's interests and areas for further development. The childminder works well with parents to make her initial assessment of children's interests and developmental levels. She then makes further observations and assessments for each child which cover the seven areas of learning. Targets or next steps are then set for each child to make sure that they maintain good progress. The childminder completes a learning journal for the younger children, which includes clear observations, photographs and children's work to show their progress and achievements.

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

Children are very happy, secure and settled with the childminder and her family. The childminder works very closely with parents to ensure that she has a good knowledge of each child's likes, dislikes and routines. She gives care practices a good emphasis and younger children learn about keeping themselves safe as the childminder reminds them to watch their fingers when they close the treasure box. Older children develop a strong sense of independence as they are encouraged to take care of their own care needs. Older children know to wash their hands before eating and are able to follow the signs on the poster displayed in the cloakroom. Younger children are carefully strapped into their high chairs as they enjoy a healthy snack. They are regularly offered drinks. The childminder is a good role model and as children follow her example, they learn to be polite. Even the youngest children are encouraged to say please and thank you. Older children learn to get on together as they play games and talk about sharing and taking turns.

The childminder provides children with a reasonably good range of resources indoors and outside. Younger children make choices from the shape sorters, treasure box or books. They enjoy exploring and finding out what is available. However, there are some gaps in the provision of resources for children. For example, there are few which enable children to make-believe, such as dressing up clothes. Younger children who want to dress up improvise with a play mat as a cloak. Although the childminder talks to older children about differences between people and the meaning of different cultural events, she has fewer books and resources which represent children's diverse backgrounds. Children are less able to initiate their own play and learning in these particular areas.

The outside play space is varied and interesting and children learn about animals and nature as they listen to the noises of the neighbouring chickens. They learn about size, shape and quantity through the use of materials, such as sand and water. Younger children meet and play with other children, many of whom are older and already at school. They develop their social skills, which helps to prepare them for the next step in their life such as starting at pre-school or school themselves.

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

The childminder is well organised and has a well-planned routine, which ensures that her setting meets the needs of all children who attend. She supervises younger children very closely and provides successful adult support. The childminder has a good understanding of her duty to safeguard children and to meet the safeguarding and welfare and learning and development requirements. Her safeguarding policy is robust and she knows how to contact her Local Safeguarding Children Board if she needs to make a referral. Daily risk assessments carried out on the premises, equipment and access to the animals means that children play in a safe and secure environment.

The childminder is committed to making further improvements to her already good service through accessing training opportunities. She has completed training since her last inspection and is currently studying a relevant level three course in childcare. The childminder does not care for any children who attend other settings or who require completion of the progress check at age two to three years of age. She is however, aware that these requirements will need to be fulfilled when necessary. Accurate self-evaluation is carried out by the childminder and enables her to identify areas of her practice for future development and improvement.

The childminder has positive relationships with parents. She shares a good deal of information about each child's daily routines and achievements. She keeps parents well informed about their children's day through daily feedback and discussion. Parents can easily see how their children are developing when sharing and talking about the children's learning journals. The childminder seeks the views of parents through questionnaires and parents state that they are pleased with the care and education provided for their 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	112712
Local authority	Hampshire
Inspection number	786615
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	09/03/2012
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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