

Inspection date	05/06/2013
Previous inspection date	27/04/2009

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

- The childminder has a secure understanding of all areas of learning and how children learn best through play. She purposefully plans fun activities and makes good use of spontaneous opportunities to promote each child's learning.
- The childminder treats all children in her care with great warmth and affection. They feel safe and secure because of the extremely close relationship they have with her.
- Arrangements for safeguarding and promoting children's well-being are secure and the childminder implements clear policies and procedures consistently.
- Children are highly motivated and engaged by the wide range of activities on offer and make good progress in their learning and development as a result.

It is not yet outstanding because

- The childminder has yet to extend her observations of children's progress to incorporate children's learning experiences from home.

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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and samples of policies and other records, were checked.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2006. She lives with her husband and young children in a house in the South Ham area of Basingstoke, Hampshire. The home is close to local shops, schools and parks. The childminder mainly uses the downstairs rooms for childminding purposes. Toilet facilities are accessible on the ground floor. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years range.

What the setting needs to do to improve further

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

- extend children's learning further by gathering information from parents about what children learn and enjoy at home.

Inspection judgements

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

The childminder has a good knowledge and understanding of how to promote the learning and development of young children through play. She provides interesting and challenging experiences that meet children's needs and motivates them to make good progress. The childminder effectively observes children as they play. She makes a note of their achievements and successfully identifies activities and experiences to move them on. Consequently, children are continually moving forward and are fully engaged in activities as these are pitched appropriately. The childminder tracks their development towards the early learning goals and shares their achievements with parents. This ensures that children's progress is monitored and any need for additional input in any area is swiftly identified and addressed. Observations and assessments made by the childminder clearly show how much progress children have made since starting with her. By keeping these up-to-date the childminder identifies where children are, on their own developmental pathway and uses this information to plan for the next steps in their learning. She promptly records any concerns and shares information as required through the effective use of the two-year check or through daily discussions.

The childminder understands how children learn best and makes sure that she incorporates their interests into their play. Children benefit from a well-balanced routine and take part in a wide variety of activities and experiences. The childminder skilfully maintains children's attention and involvement in activities so that they sit for extended

periods of time. For example, she provides activities for one child who enjoys playing with cars and trains. The childminder promotes the flow of conversation by introducing new vocabulary during the activity and giving children time to respond. She gives meaningful praise as they persevere with the task and as a result the child shows good levels of concentration and perseverance as he successfully builds train tracks or positions trains on the track.

The childminder successfully fosters children's language development through regular conversations throughout the day and through the good use of repetition. This enables even very young children to become familiar with frequently used words and their meaning. For example, when supporting young children to play with stacking cups, the childminder encourages them to count and start to name colours as they build. She supports language acquisition by introducing new words and vocabulary, and reinforces speech by repeating the words children say. Children move freely around the play spaces helping themselves to equipment. They snuggle into the cosy book corner to read a story or make choices from the brightly labelled boxes. They make good progress because the childminder devotes so much time and attention to them and she is there to give reassurance, when required. The childminder ensures that there is a balance of adult-led and child-initiated activities throughout the day. She introduces children to toddler groups so that they can mix with their peers and provides a high level of support while they develop their confidence in doing so.

Partnership with parents is good. Parents are fully involved in their child's learning because the childminder understands the importance of strong relationships and the impact on children's learning at home. Parents are consulted when children start to provide information that is then used by the childminder to identify their current stages of development and to support their settling-in at her home. Partnership working with parents is actively encouraged and facilitated through a variety of ways. The childminder uses media, such as text messaging, to keep parents updated during the day. She discusses daily with parents what their child has been participating in during the day and the progress that they have made over time. However, she has yet to build on what children have enjoyed doing at home and link this to their learning in her setting to further motivate and challenge children in their learning.

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

Children enjoy a warm and close relationship with the childminder. They are helped to settle in as the childminder takes time to get to know them and shows them genuine warmth and acceptance. Initially, she finds out as much as she can from parents about children's likes, dislikes and routines and takes care to use the information. This ensures that routines are familiar and comforting and enables young children to feel very secure and settle well. The childminder provides a rich environment with lots of opportunities to learn through play. She organises her home well, so that children are independent and free to explore while remaining safe. The main living space provides a base for the children, with a wide variety of toys and equipment available that helps to extend all aspects of their development. Resources are easily accessible to all children and they have

uninterrupted time to play and explore, building excellent concentration skills. As a result, children are developing confidence and skills in listening, concentrating and independence, which will equip them well for the next stage in their learning.

Children's personal, social and emotional development is developing successfully as children play with their choice of activities. Children's behaviour is good. Even young children know what is expected of them as they follow clear routines, for example, helping the childminder put away toys before they start playing with different ones. She constantly praises children as they play and as a result, children feel valued and their self-esteem and confidence is promoted. Children learn how to keep themselves safe from harm through instruction, topics and visits.

Children make good progress in their physical development as the childminder encourages a healthy lifestyle. The childminder has an enclosed garden for outdoor play and she encourages children to play outside and access the fresh air. Children enjoy regular trips and outings into the local community. For example, they visit the local park and indoor soft play area, where they climb on apparatus to develop their large muscle skills. The childminder supports children well with their personal care. They are encouraged to develop independence to wash and dry their hands, with help as required. A healthy range of snacks and meals are provided and children are beginning to recognise the importance of a healthy lifestyle. The childminder understands the importance of helping prepare children as they move to other early years settings and then onto school. She has made a start in this process by introducing the children to larger groups of people, by attending toddler and pre-school groups. By doing so she is helping children to learn about sharing and taking turns and socialising with other children and adults.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements and children's safety is well-promoted. She has a good knowledge and understanding of her role and responsibility for safeguarding children if she was concerned about a child's welfare and has attended recent training to ensure she is up-to-date. She prioritises children's safety and well-being and ensures that she is fully focussed on children's needs throughout the day. The home is safe and secure and she makes good use of written risk assessments to identify and minimise any hazards in the home and outside. Safety is further promoted as encourages children to be aware of any risks and ensures that children understand how to handle resources and equipment safely and with respect. Children's well-being is further enhanced by the childminder's good organisation. For example, she provides a detailed set of policies and procedures relating to the setting that support her practice. She shares these with parents and reviews them on a regular basis to reflect any changes in legislation.

The childminder has a good understanding of the educational programmes. Strong systems are in place to monitor children's learning and development, which fully supports children to make good progress towards the early learning goals. She evaluates all

activities and listens to children's comments and records how they are meeting their learning needs. This ensures activities and resources continue to challenge children's progress across all areas of learning. As a result, the childminder is very clear about her role and responsibility in delivering the learning and development requirements. This is further supported by effective systems to plan and provide for individual children's needs, and consequently, they make good progress.

Self-evaluation procedures are good and the childminder is committed to continuously improving her setting. For example, she has addressed all the recommendations from the last inspection and has recently attended several courses to improve the service she offers. The childminder accurately identifies areas for further improvement and has updated her information and working practices to reflect changes to the framework. The childminder asks parents and carers for their views and seeks to act positively on any comments they make. Written comments indicate that parents are very happy with the care provided, commenting that they love the great activities and that they appreciate the high level of support the childminder provides. The childminder has a secure understanding of the need to work with other professionals when the need arises.

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	EY331893
Local authority	Hampshire
Inspection number	815111
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	27/04/2009
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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