

Inspection date	12/06/2013
Previous inspection date	14/01/2009

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 develops good relationships with children due to her caring and attentive approach.
- The childminder makes children's learning fun and exciting due to her own positive involvement in their play.
- Children develop good communication and language skills as the childminder engages and talks with them during everyday events and activities.
- The childminder works effectively with parents to meet children's individual needs, resulting in continuity for children.

It is not yet outstanding because

- The childminder does not always build in opportunities for children to experiment with resources in order to develop their own ideas before using them in adult-led activities.
- The childminder does not enhance children's growing awareness of diversity through the provision of a wide range of resources that reflect positive images of difference.

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 indoor activities in the childminders home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parent's comments within documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder was registered in 2001. She lives with her husband and two secondary school aged children in Fleet, Hampshire. The ground floor of the property is mainly used for childminding purposes with one of the bedrooms on the first floor used for sleeping purposes only. There is a garden available for outdoor play. The childminder's home is close to local facilities, such as parks, shops and schools. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The provision operates from Monday to Friday for most of the year. There are currently two children on roll in the early year's age range.

What the setting needs to do to improve further

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

- enhance opportunities for children to experiment with resources and to develop their own ideas before using these in planned activities
- increase the range of resources that reflect positive images to strengthen children's awareness of diversity.

Inspection judgements

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

The childminder has a confident approach and dedicates her time to joining in children's play and making their learning fun and enjoyable. She provides children with a wide range of activities and experiences that are linked to their interests. Consequently, children are enthusiastic learners, concentrate well and develop the skills they need for their future and starting school. Children enjoy taking part in activities and laugh as the childminder paints their feet to make prints on Fathers Day cards. They show enthusiasm as they independently make collages, draw and paint. However, during adult-led activities, the childminder does not always build in times for children to play with materials before using them in planned tasks. Consequently, at times, this reduces opportunities for children to experiment with resources and to develop their own ideas. The childminder has a flexible approach and in good weather, provides opportunities for children to play in her garden for most of the day. For example, they make picnics using pretend food, jump in and out of a ball pool, play with water and bubbles and sing nursery rhymes as they use a see-saw. Children choose what they want to play with and the childminder helps them take out favourite toys, such as a pirate ship. She sings nursery rhymes and songs, which make

children laugh with enjoyment as they join in with the actions.

Children make good progress in relation to their developmental starting points, particularly in relation to their self-confidence, independence and language skills. This is due to the childminders good knowledge of child development and her ability to promote their learning and development. She uses a secure on-line assessment system, which enables parents to be fully involved in their children's learning. This includes summaries of children's progress when they are aged two to three years and next steps for their learning. Parents inform the childminder about children's achievements at home through daily discussion and comments in their children's learning journals. This promotes a consistent approach to supporting children's progress. Children develop good communication skills and a wide range of vocabulary, as the childminder talks with them and asks questions during their play. For example, she encourages children to talk about their sibling's birthday celebrations, events in their home lives and past activities. Consequently, children listen, respond and engage in conversation with the childminder well. They sit comfortably on her lap, share books, smile with enjoyment and enthusiastically choose other books for her to read. Children enjoy regular visits to the park where they meet their friends and play on large equipment, such as slides. They develop control of their movements using wheeled toys and balls in the childminder's garden. Children are beginning to develop a good understanding of number and count in numerical order. The childminder teaches them to use language to describe opposites, for example, using picture and word cards. Children are beginning to learn how things grow and about life cycles. For example, they plant bulbs and cress seeds and talk about the frog spawn they see in a local pond. Children play imaginatively with dolls, cots and pushchairs, enabling them to act out real and imagined experiences.

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

The childminder develops very positive relationships with children, due to her caring and attentive approach. She gives them lots of cuddles and children demonstrate how highly they think of the childminder and say they love her. The childminder is attentive to children's care needs. For example, she brushes their hair and ties it in bunches and puts on their socks so their feet are not cold. The childminder follows babies individual routines, which are discussed with parents during settling in times. Consequently, babies who have recently started at the provision are relaxed and at ease. The childminder shows great enthusiasm when children achieve something new. Consequently, children feel good about themselves and are proud of their accomplishments. Children are well behaved and co-operative and form good friendships with others during regular visits to other childminders' homes and toddler groups. This promotes children's good social skills.

The childminder provides food for some of the children, according to parent choice. She ensures children make healthy choices, as she asks them what they would like to eat and makes suggestions about treats and nutritious food. Children enjoy learning as they use a wide range of indoor and outdoor resources. They develop good independence as they choose resources that are easily accessible in the playroom and garden. The childminder takes children on regular walks to the local canal, parks and to ponds, so they experience

different environments and develop their understanding about the local area. Children learn about their own safety as the childminder guides them during activities and provides explanations. For example, about the importance of going down the garden steps slowly. The childminder actively responds to children's individual needs and promotes their awareness of difference through talking about members of their family. She has some resources that reflect positive images, such as posters and dolls, although these are limited, which reduces children's awareness about diversity.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board and understands her responsibility to protect children's welfare. She has recently updated her knowledge of child protection through completing additional safeguarding training. This has developed her knowledge of the different agencies who can offer advice if she is concerned about a child. Children's safety is well maintained. The childminder makes good use of risk assessments, which include all outings and daily checks of the premises. The childminder is vigilant about maintaining children's safety and security, supervises children at all times and takes effective action to reduce hazards. For example, she provides one to one ratios when children use her swimming pool and always uses the lower level of her garden to prevent children accessing the pool independently. The childminder has recently started to complete an Early Year's National Vocational Qualification (NVQ) at level 3. This has already helped her to understand the importance of reflective practice and how she can use this to evaluate her service. As a result, she has moved the play kitchen into the garden, which has inspired children to play more imaginatively outdoors. The childminder uses a website as part of a support group membership, to seek further ideas for activities. The ongoing communication she establishes with parents helps her to monitor activities and ensures children are provided with variety and challenge.

The childminder works in strong partnership with parents to meet children's individual needs. For example, she has recently obtained a large support cushion that helps babies to quickly gain control of their movements, as they learn to sit up and crawl. Since the last inspection, the childminder has made improvements to the provision. For example, she has introduced 'wow' clouds with information about children's achievements, which she displays on the playroom wall. The childminder has also taken steps to involve parents in children's learning and to inform them about children's days with her. She has a good knowledge of the strengths of her provision and areas for improvement and demonstrates a strong capacity to maintain continuous improvements that benefit children's outcomes.

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	155667
Local authority	Hampshire
Inspection number	814210
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	14/01/2009
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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