

Inspection date	13/06/2013
Previous inspection date	27/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 knowledge and understanding of promoting children's progress in development through planned play and participation in daily routines.
- The childminder fully recognises the individual needs of children through closely observing and supervising their play and this enables her to meet their needs for care and learning.
- The childminder completes risk assessments for all areas of the home and the garden. She has fully organised routines to supervise children and encourage their understanding of risks and these methods very effectively maintain children's safety.
- The childminder provides all required documentation to meet the regulations and to ensure that parents are well-informed. In this way the childminder competently supports children's safety and well-being.

It is not yet outstanding because

- There are fewer resources available to stimulate outside play to develop and extend children's essential learning skills.

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 arrived and showed identification documents. She explained the inspection process and viewed all areas of the home.
- The inspector observed the childminder and the children during activities and daily routines.
- The inspector gained evidence through discussion and by viewing a range of documentation.
- The inspector provided feedback and gave the inspection judgement.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2004. She lives with her husband and three children; two children attend school and the eldest child is an adult. The family live in a residential area in Waterlooville, Hampshire. Children have access to all rooms on the ground floor, including a designated playroom. There is a ground floor toilet. Children use the bedrooms on the first floor for sleeping only. There is an enclosed garden with a patio for younger children's play and a raised level for supervised play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for nine children on a part-time basis; 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:

- increase and widen the outdoor play resources to enable younger children to develop and strengthen their essential learning skills during free play.

Inspection judgements

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

The childminder shows a clear understanding of promoting children's learning and development through play and she also focuses on children's progress during everyday routines. She includes continual dialogue and develops children's ideas through questioning and holding their attention. This broadens children's involvement and very clearly encourages their communication and language skills. For example, the childminder explores children's conversations when they are wearing dressing-up clothes and they talk about 'the princess going to the ball'. The childminder recognises that children do not clearly understand this phrase and she explains and describes what 'going to the ball' means. The childminder has established a good range of educational programmes and opportunities for effectively developing children's learning. She includes these at appropriate intervals during children's free play. This extends children's interests and increases their capabilities. For example, children help the childminder to tell favourite stories in song form and they use puppets and props to take part in the story. They sing together and children show through repetition that they have learned the words to favourite songs. In this way children's communication has strongly increased and especially the language skills of toddlers. The childminder clearly recognises when toddlers join two words together for the first time and they show delight when the childminder praises them for their achievements.

The childminder is consistently learning about children's individual preferences and she plans activities according to these. For example, previous activities have included providing dirt in the sand tray and adding the dinosaurs to follow children's interests. This instantly attracts children and stimulates their ideas. The childminder fully encourages children to use pencils and draw or write spontaneously. She recognises when children know the first letter of their name and they can easily link the letter sounds they have learned. They show how they can trace letters with their fingers on paper, learning to recognise the shapes. Children draw patterns and confidently say 'it is a maze, with doors at the sides'. The childminder reminds them that they have visited a maze and she congratulates them for remembering that there was an entrance. Children show strong skills of counting and recognising quantity. They count how many pieces of apple they have for snack time and instantly know that sharing means having the same number each. These consistent learning opportunities throughout children's play foster and widen children's development and understanding.

The childminder very clearly observes and assesses children's development and she effectively plans for their next steps in learning. She uses the Development Matters in the Early Years Foundation Stage guidance to measure children's levels of progress. This enables the childminder to include regular assessments of children's early learning skills and she provides these in writing for parents. This effectively meets the requirement for the two-year-old review process. The childminder works closely with parents to obtain starting points for individual children and she works with parents to close any gaps in children's learning. She responsibly recognises when children need to learn independence and she helps children to make progress and gain responsibility for moving on in their learning. In this way the childminder has high expectations for children's achievements and she strives to prepare them for their future learning.

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

The childminder shows a competent ability to naturally engage with children and she fully dedicates her time to them. She has built close relationships with them and their families and this entirely supports children's sense of belonging and effectively increases their emotional development. The childminder welcomes children in her home and they can carry out their own registration. This enables children to see who else is present on the day and encourages strong relationships with each other. Younger children have close contact and continual attention to meet their individual needs and in this way they benefit and thrive.

The childminder is a good role model and she keenly promotes positive behaviour. She reminds children to be kind and caring towards each other, to be polite and to share resources. She includes children in focused activities and ensures that they learn about cooperation and boundaries. Children are gaining independence and showing clear skills of managing themselves throughout many daily routines. The childminder fully recognises and encourages younger children's capabilities, for example learning to feed themselves and use a spoon.

Children take part in all the daily routines to promote their health and the childminder talks about these as they carry out hand washing and nappy changing. She explains about keeping clean and children learn to wipe their own hands and faces after eating. The childminder increases children's awareness of healthy food through discussion and provides regular drinks to refresh them. Children have ample opportunity for fresh air and daily exercise when walking to school and they use the garden frequently and visit many outdoor play provisions.

The childminder includes regular reminders to increase children's understanding of risks during their play. For example when children wear the dressing-up shoes with heels, she frequently explains that they must not run indoors. Children also learn to remain on the lower patio during outdoor play and they only use the upper terrace and trampoline when the childminder takes them. These rules and boundaries increase children's understanding of hazards and how to be safe.

Children have a well-resourced play room and they bring many play items into the sitting room. For example, children have made a camp with covers and they use this for their imaginary play. They move freely indoors and choose activities, although there are fewer resources available to stimulate outside play. This means children do not have access to activities across all areas of learning outdoors. The childminder recognises when children make progress and need more challenge and she introduces activities to prepare children for moving on in their learning.

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

The childminder fully understands her responsibility to meet all areas of children's learning and development and she has clearly introduced systems to manage this effectively. She has developed her own methods of monitoring her provision and she shows a strong focus on driving improvements. For example, the childminder has recently attended a training course to ensure that her practice is meeting all the current requirements. The childminder consistently recognises children's level of progress and plans activities according to children's capabilities. This provides strong opportunities for learning and encourages children to gain appropriate skills and close any gaps in their achievement.

The childminder has a high level of understanding about safeguarding children. She has previously attended initial and advanced child protection training and she is very aware of referring any concerns about the children in her care. Parents have full information to ensure they are aware of the childminder's duty to respond to any concerns.

The childminder maintains regular contact with the local early years network and this increases her knowledge and awareness. She competently engages with other childcare provisions to share information and this promotes individual children's learning. The childminder fully meets all areas of the regulations and she has clear documentation available to support her provision. She assesses risks and hazards competently and fully

supervises children at all times both indoors and out to ensure their safety.

Parents are closely involved in their children's progress and they have a wide variety of information available to encourage their understanding of learning through play. The childminder includes very regular liaison with parents and she uses information about children's learning at home to support their development. The childminder understands the importance of establishing partnerships with any other professionals to promote children's progress.

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
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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	EY250504
Local authority	Hampshire
Inspection number	921592
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	27/04/2012
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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