

Inspection date	06/06/2013
Previous inspection date	28/11/2008

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

- Children make good progress in their learning as the childminder is well qualified and experienced and she has a secure understanding of how to support their development.
- The childminder develop good supportive partnerships with parents and they seek her advice and work together to meets children's needs.
- The childminder meets children's individual health needs well as she follows good hygiene routines.
- The childminder monitors her provision well and she is keen to develop her knowledge and skills. She undertakes higher level training to degree level to improve outcomes for children.

It is not yet outstanding because

- The organisation of toys and resources does not fully allow children to make independent choices in their play and consequently their learning.

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 children present during the inspection.
- The inspector observed the childminder's practice and talked to her throughout the inspection.
- The inspector reviewed documents presented by childminder and briefly sampled policies and children's records including development records and observations and planning.
- The inspector considered parents' views; though they were not available for interview.

Inspector
Carol Willett

Full Report

Information about the setting

The childminder registered in 2007. She lives with her husband and three children in a house in Basingstoke, Hampshire. The whole of the childminder's house is used for childminding and there is an enclosed garden for outside play. Access to some parts of the home is limited as it is on a number of levels. There are stairs leading down from the entrance hall and kitchen to the living area. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age group. She goes to local schools to take and collect children. She regularly attends local childminder and toddler groups. The childminder is a part of the childminding network. She has a level 4 certificate in Early Years Practice and she is working towards an Early Years Foundation Degree.

What the setting needs to do to improve further

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

- review and improve the organisation of the toys to allow children to make safe and independent choices in their play and learning.

Inspection judgements

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

The childminder has a good knowledge of childcare and she shows good interactive skills as she talks to the children. Young children are happy to see her as they arrive and give her big smiles as she talks to them. She develops warm and trusting relationships with the children and they clearly enjoy her company. She has a good awareness of their stage of development and uses her observations and discussions with parents to plan for their progress. For example, she ensures babies have plenty of time lying on their front, which encourages them to start crawling. She organises her furniture so they can pull themselves up to stand. Her encouraging manner helps children become confident in moving. The childminder gets out a good range of toys she knows the children will like to play with from her early discussions with parents and her observations. However, the organisation of the toys does not fully allow children to make independent choices in their play and consequently their learning. The childminder uses the knowledge gained from her degree to improve her practices. For example, she involves children more in planning and they help complete a list about things to do in the summer holidays. Ideas include, making a den, planting sunflowers and walking in a forest.

The childminder provides a good range of stimulating learning opportunities. Babies enjoy

messy play using paints and flour and water. The childminder understands babies need this type of play to help with their developing feeding skills. Children have good access to the childminder's garden where they play with the sand, do chalking and painting. They develop good skills as they use the play house, trampoline and slide and grow plants, such as strawberries and tomatoes. The childminder plans to improve children's access to the garden by making a covered area.

The childminder promotes children's communication skills well. She constantly talks with the children, encouraging them to develop their language skills. Children visit the library where they choose books and listen to stories and join in with rhyme time. The childminder notes developing understanding of babies language skills as they start to follow actions to familiar songs. The childminder completes regular observations and assessments. She effectively uses these to plan the next steps in children's development so they make good progress from their starting points. Parents are fully involved as they have good access to their children's development records and planning through a secure childminding software programme. They feel reassured by this as the childminder puts on photographs of their children playing happily during the day. The childminder has systems in place to complete the progress check for children at aged two year and providing a summary for parents. She has a secure understanding of child development and provides an effective learning environment overall. Consequently, the childminder is able to prepare children well for the next stage in their learning.

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

The childminder meets the statutory welfare requirements. She has effective documentation to find out a good range of information before children start in her care. She quickly gets to know the children's individual needs and abilities as she has effective settling in procedures. This enables parents and children to be confident in the care she provides as she forms close bonds and secure relationships. Babies show they feel secure as they give the childminder big smiles as they enter her house. The childminder provides a good balance of adult-led and child-initiated play and outings in the local community. She follows children's home routines as much as possible enabling them to feel secure.

Children learn about staying safe as the childminder makes them fully aware of safe behaviour during daily routines. For instance, she reminds children to sit carefully and not stand on chairs at the table. She has good range of nursery safety equipment including highchairs, car seats and a travel cot for sleeping babies. She has safety gates for the stairs to enable children to move freely around her home and make choices in their play. They practise fire evacuation procedures and learn about road safety and stranger danger. The childminder has good awareness of keeping healthy and her home is sufficiently well maintained. She uses a steam cleaner on work surfaces and floors in order to manage children's allergies. The childminder constantly washes her hands so that there can be no cross contamination. She makes parents aware of her illness policy and the exclusion requirements she follow to promote the health and welfare needs of all children in her care. Children learn about healthy lifestyles through daily routines. They know they need to wash their hands at appropriate times. The childminder follows good nappy changing

procedures so that children are comfortable at all times. Children eat healthy meals and snacks, which promote their individual dietary needs, following careful discussions with parents. Drinking water is freely accessible to promote good health.

The childminder provides a positive learning environment talking to the children with care and respect. This helps children learn to behave well and show consideration to others. The childminder promotes sharing toys and uses lots of praise to encourage children's positive behaviour. Children learn good manners and are encouraged to say please and thank you. The childminder provides good opportunities for children to learn to value diversity. They visit children's groups where they meet other children and adults. Children learn to be part of a larger group and collect the childminder's children from school. This helps prepare them to move on to school. The childminder has some resources that reflect different cultures and she includes other special festivals in her planning. These measures help to support children in learning about respecting and valuing others.

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

The childminder is well qualified and experienced as she has worked with children for many years. She is keen to continually update her knowledge and skills and she is in the process of completing an early years foundation degree. She is part of a childminding network and she has regular monitoring visits, which helps her ensure she is providing good quality care and education. The childminder reflects well on her practice against the current national welfare and learning requirements. She completes a self-evaluation form to identify her priorities for improvement and build on her strengths. These include improving her garden area to make it more accessible for the children. She updates her documentation and policies to make sure she is meeting current requirements.

The childminder has a good knowledge and understanding of safeguarding children. She updates her safeguarding and first aid training to make sure she follows current guidelines. She has a full range of written policies and procedures including a no smoking policy. She shares these with parents so they are aware of her responsibilities. The childminder completes regular risk assessments and daily safety checks to enable her home to be safe and secure. She has had a visit from the fire officer to advise her on fire safety. Additionally all outings are continually risk assessed.

The childminder has a good understanding of the learning and development requirements. She uses a secure software system to record her observations, which also include photographic evidence. There is an effective system for tracking children's progress across all areas of learning in order to plan for their development. Parents have secure access to this system so they can see their children's records whenever they wish. The childminder keeps an ideas book as part of her reflective practice and planning. This includes ideas such as '50 things to do with the children before the end of the summer holidays'.

The childminder works closely with parents and quickly establishes secure relationships.

They communicate daily through text messaging and discussions. Parents seek the childminders advice when they have issues that concern them about their children's care and health. They value her experience, knowledge and support. They also have meetings to discuss children's progress and plans for learning in more depth. Parents report their children are happy and enjoy the activities with the childminder. The childminder has systems in place to share information with other early years settings and professionals if required.

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	EY359973
Local authority	Hampshire
Inspection number	918432
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	28/11/2008
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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