

Inspection date	27/08/2013
Previous inspection date	19/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder demonstrates a suitable understanding of the learning and development requirements. The progress records the childminder keeps show she has a sound understanding of what children are gaining from the activities, play experiences and outings she provides.
- The childminder demonstrates she provides appropriate information to parents to underpin their understanding of her service and their children's learning and development.
- The childminder explains how she promotes healthy lifestyles with the children, such as providing healthy foods and providing activities outdoors. This underpins children's understanding of the importance of healthy lifestyles and eating well.

It is not yet good because

- The childminder takes some appropriate steps to value children as individuals. However, there are few resources, which reflect the diversity of children attending and other people in the wider world.

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

- There were no children present during the inspection.
- The inspector viewed the areas of the childminder's home that minded children access.
- The inspector sampled the childminder's documentation, including records of children's progress.
- The inspector discussed the childminder's understanding of the requirements of the Early Years Foundation Stage.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband, their toddler and one school age child. They live in a house in the Beggarwood area of Basingstoke, in Hampshire, close to local schools, parks and shops. The whole of the childminder's house is used for childminding purposes. The main playroom is based on the ground floor and kitchen and lounge areas are accessed via a flight of stairs to the first floor. There is a garden space available for outside play. There were no children present on the day of the inspection. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range.

What the setting needs to do to improve further

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

- increase the selection of resources to reflect children's family lives and communities, including resources that reflect lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

The childminder describes how she provides suitable activities, outings and play experiences for children. These support their learning and development outcomes appropriately. She demonstrates a sound understanding of the areas of learning and activities that link to these. This enables her to provide appropriate learning and development experiences for children. For example, she explains how children access community groups in the day to build on their social skills or enjoy designing faces with glitter pens and colourful paper on paper plates. The childminder shows that she provides activities that encourage children's mathematical understanding. For example, she explains that children add small beads to water and explore what happens when the multi-coloured beads grow in size during their play. The childminder states that she encourages the children to compare the size, colour and texture of the beads and discuss why and how this has happened.

The childminder uses a software programme to aid her in completing the observation and assessments records. Suitable arrangements to identify children's starting points on entry are in place and regular observations are then made of the children, which give a useful record of their progress over time. This enables her to show how children are progressing.

The childminder is aware of the requirement to complete checks for two-year-olds and has put procedures in place to ensure that these completed successfully when children are aged between two and three years. Discussions with the childminder and records of children's progress show that children are making steady progress towards the early learning goals and developing suitable skills in readiness for their transition to school. The childminder describes how she provides verbal feedback to parents about their children's time with her. In addition, she provides photographs, children's artwork and shares the observations she undertakes. This helps parents to gain a sufficient understanding of their children's learning and development progress.

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

The childminder demonstrates a suitable awareness of children's different backgrounds. She takes some appropriate steps to support and value children. She states that she adheres to individual routines and shows that she has made suitable provision for children to rest or sleep in the day. She describes how she encourages the children to develop their personal independence such as toileting, dressing and hand washing, from an early age.

The childminder explains how she soundly supports children's understanding of a healthy lifestyle. She states that she provides healthy options of fruit for snacks and home cooked meals. The childminder works closely with parents to make sure she has a clear understanding of their children's dietary and health requirements to support their specific needs appropriately. She has a suitable procedure in place for the administration of medication and has a clear procedure to follow should a child become ill in her care. The childminder explains that children benefit from daily opportunities to play outside in the fresh air as they use the garden, visit local parks and go on walks within the community. This enables children to develop their physical skills as they use different types of equipment.

The childminder demonstrates she understands how to manage children's behaviour suitably. She states that she provides parents with a written policy detailing how she uses positive techniques, such as praise and encouragement, to help young children learn about sharing and turn taking. The childminder demonstrates that she supports children's understanding of safety through practising procedures with them, such as the evacuation procedure. This helps children to develop an appropriate awareness of their safety in the event of an emergency. The childminder shows that children have access to a suitable range of resources and equipment, which suit children's needs. Resources are stored appropriately and presented at children's height, which means that children may make independent choices in their play. The childminder says she rotates these to provide variety and maintain children's interest. However, there are few resources to value children's differences or raise their understanding and awareness of the diverse society.

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

Overall, the childminder demonstrates a sound understanding of her responsibilities to safeguard children's welfare and meet the requirements of the Early Years Foundation Stage. She has a written policy and procedure in place and has attended recent training. The childminder demonstrates a suitable understanding of how to manage concerns about children's welfare and the procedures to follow in the event of a concern arising. She has an appropriate understanding of how to maintain children's safety and has taken steps to identify and minimise incidents and accidents. For example, the childminder explains how she makes sure that she transports children safely in her car using appropriate car seats and fully supervising children at all times. She keeps the required records, for example, by recording children's attendance, gaining permissions for outings and maintaining required information about children. She has a current first aid certificate and a record of the Disclosure and Barring Service Check is maintained for all adults.

There are adequate procedures to monitor the effectiveness of the educational provision and drive forward further improvements. The childminder's self-evaluation processes suitably tackle identified weaknesses and she has addressed all recommendations set at the last inspection. For example, she has bought a range of hand puppets for the children to use in their play and has improved the activities in her outdoor area by providing an increased range of equipment in the garden area. The childminder demonstrates that she forms sound relationships with parents. She provides them with appropriate information which includes written policies and procedures. Parents have access to the online software programme she uses, which allows them to contribute to their child's ongoing assessment process and continue to support their learning at home. This also enables parents to gain a suitable understanding of her service. Verbal exchanges of information with parents also support the childminder in developing an appropriate understanding of parents' wishes and children's needs. Parents' written feedback demonstrates the childminder forms positive and secure relationships with the children. There are suitable links with other settings that children attend, for example, schools and pre-schools. The childminder demonstrates she understands the need for this to support continuity of care and learning for the 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	EY446950
Local authority	Hampshire
Inspection number	932984
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	19/11/2012
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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