

Inspection date	21/08/2013
Previous inspection date	20/07/2009

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

- Children develop warm relationships with the childminder and her assistants. The childminder has created a well organised child-centred environment where the children are confident as they explore and play.
- Children make good progress in their learning because the childminder is confident in her knowledge and understanding of the Early Years Foundation Stage. She competently makes assessments of their development and offers a varied range of activities and experiences to support their learning.
- The childminder and her assistants regularly review activities and aspects of the provision to identify improvements to support children's learning. This has a positive effect on the quality of the environment and the learning activities they provides for children.

It is not yet outstanding because

- There are fewer activities offered to include opportunities for children to learn that print has meaning and to use writing in everyday situations.

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 activities in the lounge and kitchen areas, which are the main areas used for play.
- The inspector looked through a range of documentation, including online policies, procedures and children's records.
- The inspector held discussions with the childminder and her assistant and interacted with the minded children.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder was registered in 1995 and works with two assistants. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her three adult family members in Hook, Hampshire. The whole of the downstairs of the childminder's house is used for childminding, and there is a fully enclosed garden for outside play. There are currently seven children on roll, six of whom are in the early years age group. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog and a cat.

What the setting needs to do to improve further

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

- further support children's literacy skills and recognition of written print by providing a range of opportunities for them to write for different purposes.

Inspection judgements

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

Children are happy and content in this childminder's home. She has a secure knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation stage. She thoroughly understands that children learn best through play and uses their interests to develop their learning with a balance of adult-led and child-initiated activities that challenge and stimulate children. Effective planning makes sure that all children are provided with activities, which are appropriately challenging. In addition, she shows a good understanding of how children learn, which is demonstrated through the successful teaching methods she uses. For example, she is constantly talking to the children, asking open-ended questions and holding purposeful conversations, which helps them to develop their communication and language skills well. As a result, they are making good progress in their learning and development.

Children's language development is supported very well by the childminder, who actively encourages their interest in books and rhymes. For example, she plans weekly visits to the library, completes the summer reading challenge with the children and visits activity groups based on simple songs, rhymes and stories. As a result, children enjoy an interesting range of learning opportunities, which effectively promotes their language development. Young babies excitedly explore their environment and tip out tubs of building bricks which they spin on the floor or start to link together, with help from adults.

Older children develop their understanding of volume, shape and size as they take part in activities, such as cooking or playing with sand and water. Although the older children access a range of written print on posters in the playroom and during arts and craft activities, there are fewer opportunities to develop older children's use of writing for a purpose, especially when exploring the outdoor area and on outings. This slightly limits children's opportunities to develop specific skills in readiness for school.

Parents are involved in children's learning through daily discussions and regular exchanges of information via email, text and a computerised, online interactive childminding support tool. She obtains from parents information about their child's preferences, characteristics and capabilities before they start in her care. She uses this information, along with her own initial assessment, to effectively form her starting points for children's learning and then regularly shares information about children's achievements. Parents are provided with an easy way to access information in the form of daily entries and observations by the childminder and her assistants via the online system. This contributes towards effectively meeting children's individual needs and helps parents to extend learning at home.

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

The childminder is sensitive to children's needs and has developed warm, affectionate attachments with them. The childminder makes sure that all children feel valued and included, involving them all during play activities and routines. They enjoy close and trusting relationships with the childminder and her assistants and show that they are happy to explore their surroundings within a secure environment. Children feel secure that their needs will be satisfied, which gives them confidence to join in with play and learning activities and settle quickly to sleep at rest times. The well-resourced learning environment ensures children's all round development is good as they learn through play, following their own interests and cooperating in activities with others. The childminder has a wide range of high quality resources and toys, which are stored around the home. Children have choices of what to play with, which helps develop their independence and free choice.

Children's behaviour is good and the childminder consistently offers words of praise for their efforts and achievements, which helps build their self-esteem and confidence. They are respectful of people's differences, as they explore their own cultural festivals and those of others through planned activities. The childminder has developed a set of safety and behaviour rules in conjunction with the older children that she cares for. This helps prompt their sense of safety and allows them to act responsibly as they play outside in the front garden, sitting under the shady tree or playing Frisbee with their friends. Children are supervised effectively; the home is secure and robust safety and security procedures ensure they are well protected. There are rigorous policies and procedures in place to ensure that children are treated appropriately should they have minor accidents or become ill. All adults who work with the children are first aid trained and the medication procedure is robust.

Children's personal and emotional development is fostered well as the childminder organises daily trips to the local community. They visit play facilities, walk to explore the environment and meet up with friends to play and socialise. This develops children's social skills by allowing them to engage with other children and helps them to develop an effective awareness of different people in the local community.

Children develop a good awareness of a healthy lifestyle as the childminder has good procedures to promote children's good health. The childminder provides snacks and meals, which are freshly prepared and include a wide range of fruits and vegetables. The children are well supported to start to think about what would be a healthy diet through topic work and practical activities such as cooking. Children enjoy a range of outdoor activities that support their physical development. They enjoy being in the garden and use sit-and-ride-toys skilfully and young children begin to negotiate around areas of the home. To develop further the children's physical development and risk taking, the childminder takes the children to the local park or woods where they have opportunities to run, climb, jump or balance, which challenges their physical skills well.

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

The childminder effectively promotes and safeguards children's welfare. The childminder ensures that her assistants are knowledgeable about their role and responsibility for the care, safety, learning and development of the children. Both the childminder and her assistants have a secure knowledge of child protection issues. This ensures that they are very aware of the possible signs of abuse and know what to do if they have concerns about a child. The childminder has a good awareness of risks, both on the premises, when older children are playing outside and when out on trips. She encourages children to become aware of how to keep themselves safe and this is supported by daily safety checks and more detailed risk assessments. All adults living or working on the premises complete appropriate checks and the childminder supervises any visitors to the home. This means that she puts in place good precautions to protect children from harm. The childminder maintains a good range of documentation, policies and procedures to ensure that she meets requirements. For example, her written policies clearly outline how she safeguards children, manages their behaviour, deals with complaints and promotes equality. These contribute to the safe and efficient management of the setting and are well implemented by her assistants. This helps to promote consistency in care and support for all the children in their care.

The childminder has a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She regularly reviews children's progress, so that she knows which aspects of their learning need to be developed further. This means that children's needs are quickly identified and met. The childminder is strongly aware of the importance of evaluating and monitoring the service she provides to make sure children achieve and have a positive experience with her. She has clear ideas about how she wishes to progress, which includes booking onto training to enhance her own skills, for example, further child protection training. She holds regular meetings with her assistants,

and supervises and monitors their practice. In addition, there are clear routines in place to make sure she and her assistants are deployed to effectively meet children's needs.

The childminder is strongly committed to making ongoing improvements. All recommendations from the last inspection have been positively addressed and she has conscientiously acted upon suggestions from her local authority advisor. As a result she demonstrates a good capacity to make changes that directly benefit children in her care. The childminder and her assistants use self-evaluation well to discuss and reflect on the strengths of the service and identify areas for future improvement. This supports good team work and accurately identifies areas for further consideration. Parents and children are actively encouraged to share their views about the childminder's service both verbally and by written information. This means that children get a strong service that enables them to achieve appropriately well in all areas of their development.

Partnerships with parents are effective and parents speak highly of the childminder's service and her commitment to meet their children's care needs. One parent comments that she is '100% satisfied with the care provided' and further parents comment that they are confident to leave children in the childminder's care. She has good communication with parents to ensure continuity of children's care, learning and development and caters this to meet their busy family arrangements. Information is shared effectively with other professionals, if appropriate. This is in order to identify and support individual development needs of each child and to help support their continued progress. The childminder liaises efficiently with other childcare professionals, such as those from the local authority, to help develop her further understanding of childcare issues.

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	113310
Local authority	Hampshire
Inspection number	933399
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20/07/2009
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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