

Inspection date	08/10/2013
Previous inspection date	15/04/2009

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 is enthusiastic in her role. She provides a happy and welcoming environment for the children, where they make good progress in all areas of their learning and development.
- Good working relationships develop with parents and others involved in children's care because the childminder recognises the importance of working together.
- The childminder makes good use of the outdoors to plan activities, taking into account children's current interests. She finds innovative ways to encourage all areas of learning.
- Children are confident and happy. They relate well to the childminder who listens attentively and extends their language well.

It is not yet outstanding because

- The childminder uses number language in her conversations and songs but children have limited opportunities to see numbers in either the indoor or outdoor environments.
- Children have access to some photographs in a book although their art work is displayed high up. This means that they cannot see the photographs, posters and pictures easily, to recall events and encourage their conversation skills further.

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 the premises and resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read the childminder's self-evaluation document.

Inspector

Lynne Lewington

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband and child. They live in a house in the rural village of Rotherwick, Hampshire. The ground floor of the house is used for childminding with children going upstairs to sleep. There is a garden for outside play. . The childminder is registered on the early years register and on both parts of the Childcare Register. There are currently three early years children on roll. She also cares for older children. The childminder takes and collects children from local schools and preschools. She attends the local toddler group and other children's activities in the community. The childminder has a Diploma in Home-based Childcare and is an accredited member of the Hart Childminding Network.

What the setting needs to do to improve further

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

- enhance the opportunities for children to see and use numbers in their play in both the indoor and outdoor environments to support their early mathematical awareness
- extend the use of pictures, photographs and posters at child height to encourage children's conversation and recall

Inspection judgements

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

The childminder provides interesting and challenging experiences for the young children in her care. She makes very good use of the large outdoor environment, enabling children to explore and develop their skills in all areas of learning. The childminder understands the stages of development well and knows what individual children are interested in. For example, the large garden provides areas for role-play, where children act out imaginary and real life experiences. Swings, climbing equipment and a trampoline provide opportunities for physical development. Children enjoy their experiences of riding wheeled toys over bumps and a gentle slope. They can safely kick and throw balls, which helps develop their coordination and control effectively. The childminder encourages children to explore the natural world well. Children grow fruit and vegetables and learn about the caterpillars who also like to eat the fruit and vegetables. They go on bug hunts, lifting logs and stones to see what they can find and examine the creatures with magnifying glasses. They visit a horse in a local field and learn how to gently stroke and offer food safely to it. They collect leaves, conkers and acorns to use in pictures and enjoy exploring their shape,

colour and texture. All these activities increase children's knowledge and understanding well. The childminder talks to children about what they are doing and asks open questions, which effectively encourage children to think.

Good quality fact and fiction books are easily available to inspire the children's imaginations and provide factual knowledge. The childminder reads to the children and encourages their participation in stories, increasing their opportunities to use language well. They sing action songs, including number rhymes and the childminder enthusiastically demonstrates the actions for the young children to follow. Young children giggle as they copy the actions, showing their great delight in the fun activity. Children enjoy opportunities to use a variety of creative materials including paint, dough and collage materials. Children have good access to a photograph album, which they enjoy looking at. However, wider access to photographs, displays of their work and posters, which provide more opportunity for them to recall events and promote discussion, are more limited. Children have good access to crayons and chalks at all times, enabling them to make marks and develop their early mark making skills effectively. Pictures and labels on toy boxes help them to begin to understand that words have meaning. The childminder frequently refers to size and position in her interactions and counts as she sings number rhymes. However, there is a lack of number displays within both indoor and outside environments, to help further encourage children's numerical awareness.

The childminder understands the importance of promoting communication and language, physical and personal, social and emotional development, to support children's good progress. She ensures they have good opportunities to meet with other children and adults to encourage their social skills. The childminder manages children's emotional needs sensitively, recognising the individuality of each child and their individual experiences. She follows children's routines effectively. The childminder has good relationships with parents and talks to them, providing helpful support about issues, which can upset young children. For example, she discusses a new baby's arrival in the family and problems concerning children who are not settling for a sleep, even when they are very tired.

The childminder gathers important developmental information from parents. She observes children when they first join her setting in order to understand their development. This enables her to pitch activities and experiences at a level suitable to meet children's needs well. The childminder's assessments of the children in her care are professional, contain good information and take into account the knowledge of parents and other carers. Children are making good progress from their starting points. The childminder discusses any emerging concerns sensitively with parents, in order to help the child achieve their full potential.

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

Children form secure attachments with the childminder, which helps them to develop a positive sense of well-being and develop their independence. The childminder is a good role model, behaving in a kind, caring and calm way with the children. She is genuinely

interested in what they do and what interests them. The childminder encourages children to be kind to each other, to share, take turns, and use good manners. She talks to them about the importance of looking after the resources. These are all part of the everyday routines that children do as they play together. The childminder is consistent in her expectations, enabling children to develop their awareness of right from wrong. Small world figures, books, outings and activities all help children to begin to learn about our diverse society and to accept that people are different.

Children develop their awareness of safe behaviours through the childminder's good role modelling, activities and discussion. They practise the fire drill regularly and learn how to evacuate the premises quickly. Children enjoy their opportunities to use tools appropriate to their age and abilities during activities. They appear confident as they explore the garden and lounge independently, making good use of the play activities available. The childminder provides children with a healthy diet, offering them a variety of fruit and vegetables, meat or fish each day. Drinks of water or diluted squash are easily available at all times and she encourages children to drink regularly. The childminder talks to children about healthy eating and they enjoy tasting items that they grow in the garden. The childminder understands the importance of children developing their independence and works effectively in partnership with parents to encourage potty training.

The childminder provides a welcoming and stimulating environment with a good range of resources. Children benefit from the high quality experiences she offers in the home and the community. The childminder understands the importance of preparing children for changes in their lives. Through her strong partnerships with their parents, she helps to prepare them their transfers to pre-school or school well.

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

The childminder provides a broad variety of experiences and activities, ensuring that children progress well in all areas of learning. She plans with children's interests and needs in mind, ensuring that children benefit from the activities and experiences she offers. The children's records indicate clearly the variety of experiences they enjoy and the positive progress they are making.

The childminder has a good understanding of safeguarding. She recognises the importance of reporting concerns and knows what to do if she has concerns about a child in her care. The childminder displays clear information, including the safeguarding policy, so that it is easily available for all parents. The childminder understands the requirements of her registration and maintains all the regulatory records. Her certificates are available for parents to see, such as her insurance and certificate of registration being on display in the hallway.

The childminder effectively reflects on her provision and successfully identifies aspects which she needs to improve. This includes developing her knowledge of forest school activities in order to make the best of her rural environment. The childminder has made

improvements to all the aspects recommended in her last inspection and clearly has high, but realistic expectations of the service she provides.

Very good partnerships are in place with parents and other providers to support children's continuing care. Parents comment very favourably on the service the childminder offers. They know their children enjoy the variety of activities they experience and appreciate the adaptable warm nurturing care the childminder offers. Parents add comments to development records to share children's home achievements. The childminder effectively shares summaries of progress with both parents and other settings children attend. The childminder has good links with the local school and nursery staff, in order to work in partnership, along with parents for the child's benefit.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY308084
Local authority	Hampshire
Inspection number	845712
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	15/04/2009
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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