

Inspection date	03/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		Not Applicable
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

- Communication and language is encouraged particularly well. For example, the childminder models building sentences by repeating words children use, and introducing new ones.
- The childminder evaluates and adapts her provision consistently to provide an interesting learning and nurturing environment for the children.
- Children enjoy a variety of activities in the local area, which increases their social skills and awareness of their community.
- The childminder carefully monitors children's developmental progress to plan and provide activities and opportunities that encourage children's development.
- Parents have access to detailed information about their children's developmental progress and all aspects of the childminder's provision.

It is not yet outstanding because

- The childminder does not successfully use patterns in children's behaviour to extend all learning opportunities.

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 computer records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read the provider's self evaluation.

Inspector

Lynne Lewington

Full report

Information about the setting

The childminder registered in 2013. She lives in Basingstoke, Hampshire with her husband and their two children, one of whom is primary school age and the other is of secondary school age. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, three of whom are in the early years age range. The children mainly have access to the ground floor for play, with one room available on the first floor for rest. Toilet facilities are on the first floor. There is a garden for outdoor play. The family has a pet cat.

What the setting needs to do to improve further

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

- develop knowledge of schemas to help understand and enhance learning opportunities for young children.

Inspection judgements

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

The enthusiastic childminder provides a varied and interesting range of activities to encourage all aspects of children's development. She is particularly competent at encouraging young children's communication and language development. The childminder listens attentively to children; she makes eye contact with them, uses facial expression in addition to expression in her voice as she interacts with them. She provides a commentary to their actions and extends their words into short sentences, modelling language for them. This aids their ability to understand and develop effective communication skills. The young children show an interest in the action songs and copy some words and actions following the childminder's example. Children develop their finer physical skills as they build with cups of different sizes, post shapes and balls, turn pages in books and press buttons. Play in the garden and in local parks provides opportunities to develop larger movements, coordination and balance as they use play equipment, and safely run and throw.

Children develop their social skills as they go on outings where they meet a variety of adults and children. The childminder understands their individual needs well because she communicates with parents and observes the children on a daily basis. This enables her to plan for their individual needs. For example, for children reluctant to participate in messy play, she finds different ways to encourage them to participate. When they show interest in feeling the texture of fruit at snack time, the childminder calmly allows the exploring of texture to continue. She recognises this is an achievement for them.

The childminder has high expectations for the children. Her skilful interaction ensures they are beginning to develop awareness of shape, position, quantity and size as she refers to these in her commentary and play with the children. The variety of resources encourages curiosity and independence. Children enjoy pressing buttons, turning knobs and opening flaps to see what is underneath. They are learning that their actions will have an effect.

The childminder observes the children at play and monitors their development well. She is noticing particular patterns and interests in their behaviour. However, she does not successfully use these 'schemas' or patterns of behaviour to further enhance and extend all children's interests and learning opportunities, based on these patterns. The childminder shares information with parents to support children's development consistently. Her observation and assessment records show children are making good progress within their developmental range. Children are developing the key skills they will need to succeed in the next stage of their learning.

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

Children separate confidently from parents and settle quickly into the childminder's care. She greets them warmly and provides familiar routines, which help them to feel secure and confident. Young children spontaneously walk up to her and give her a hug demonstrating their confidence in her. She responds warmly and fondly to them. Children are learning to moderate their behaviour and to consider others. For example, when children throw items, the childminder reminds in simple words why it is not safe to throw toys. She encourages children to show they are sorry when they hurt others. They are learning to recognise feelings through words and actions. The childminder is a positive role model. She is patient, calm and kind. As a result, the children are learning to behave in a similar way.

Children are developing an awareness of safe behaviour as the childminder plans experiences relevant to their ages and abilities. For example, they learn to use knives to cut their soft fruit with supervision. They visit parks and soft play areas where they can safely develop their climbing skills and confidence in their physical abilities. The childminder has a robust understanding of safeguarding issues, and how she would manage any concerns that may arise.

The childminder promotes children's good health effectively. Children learn about healthy eating as they enjoy a varied and nutritious variety of food cooked and prepared especially for them. For example, children enjoy cereal, milk, bananas and kiwi for breakfast, mashed potato, carrots, pork and gravy for lunch. The childminder talks to them about what they are eating as she sits at the table with them. The childminder diligently follows simple sensible hygiene routines. She talks to the children about why they need their nappies changed, are washing their hands and blowing their noses. This helps the young children to understand.

The childminder's home is organised effectively to provide children with an attractive homely environment. The property is clean and well maintained. Good quality stimulating

toys and books are stored attractively and at child height to enable children to self select and make independent choices in their play. The childminder encourages children to look after the resources and help to pack and tidy them away. This helps to promote safety and prevent trips and falls. Comprehensive risk assessments are in place in the home and for outings.

The childminder understands that changes in children's lives can be unsettling. She encourages parents to discuss any changes with her so that she can understand and support children through changes.

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

Effective systems for monitoring development are enhanced through regular communication with parents. This enables the childminder to have a clear understanding of the individuality of each child. The childminder has a good understanding of the areas of learning and is proactive in thinking of new ways to encourage and enhance learning opportunities. This helps to ensure that children make good progress towards the early learning goals.

The childminder understands and meets all the safeguarding and welfare, and the learning and development requirements with enthusiasm. The opinions of parents are valued and help the childminder to evaluate the provision she offers. She is keen to develop her knowledge and skills. For example, recent training has helped the childminder to boost her play provision. As a result, she has invested in new storage which enhances children's independence. The childminder is making good use of local training opportunities and relevant literature to enhance her knowledge. This is helping her to continually develop the quality of the service she offers.

The childminder has positive relationships with parents and others involved in children's lives. This enables her to be well informed and work in partnership with them to promote children's development and progress very effectively.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462502
Local authority	Hampshire
Inspection number	919197
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	not applicable
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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