

Inspection date	04/12/2013
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

- Children settle in the well-resourced and welcoming environment where they have many opportunities to initiate their own learning.
- The childminder works closely with parents to support children's learning and development.
- The childminder is reflective; she is open to new ideas and to making changes to her already good practice.
- The childminder uses positive strategies to manage children's behaviour. As a result, children play and learn in a calm environment.

It is not yet outstanding because

- The outside area does not provide children with many opportunities to develop skills such as climbing, balancing or other large movements.
- There are fewer resources which reflect diversity to enable children to learn about peoples' differences.

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 ground floor rooms of the house.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of four parents via questionnaires.

Inspector

Alison Kaplonek

Full report

Information about the setting

The childminder registered in 2013. She lives in the Bishopstoke area of Eastleigh with her partner and two children, both of whom are in full time education. There is a fully enclosed garden and there are pets in the home. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has a National Vocational Qualification in Childcare and Education. There are currently eight children in the early years age group on roll.

What the setting needs to do to improve further

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

- provide additional opportunities in the outdoor area to further enhance children's physical development
- improve the range of resources and activities to promote children's understanding of peoples' differences.

Inspection judgements

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

Children make good progress in all areas of their learning and development. They benefit from being with a kind and caring childminder who has a good knowledge and understanding of how to promote children's learning. She guides their development through warm and positive interaction. Children take part in a wide range of activities which follow their interests and cover all areas of learning. Children develop their communication skills very effectively while talking with the childminder about the materials and colours they are using as they make cards for Christmas. They speak clearly and confidently and are eager to try new words or to name the colours. Older children are beginning to develop their literacy skills and write recognisable letters as they sign their names inside the cards. The childminder gains the attention of babies and younger children by ensuring that she makes eye contact. They gurgle and smile in return, communicating their enjoyment. Children clearly enjoy the childminder's company and laugh as they play and interact together.

Children develop good physical skills as they play in the garden or at local parks. They learn about where their food comes from as they grow vegetables or talk about which animals produce milk. The childminder provides a good range of activities to develop the children's manipulative skills, such as painting, sticking and puzzles. She has resources to encourage babies to strengthen their legs in preparation for crawling and walking.

However, there are fewer opportunities in the outdoor area for older children to develop and extend their skills using large movements; for example, climbing or balancing.

The childminder gets to know the children quickly through making observations and in her discussion with parents. She has a good understanding of child development and plans her day according to the children's interests and areas for further development. The childminder works well with parents to make her initial assessment of children's interests and developmental levels. She then makes further observations and assessments for each child which cover the seven areas of learning and which feed into the progress check for children aged two to three years. Targets or next steps are then set for each child to make sure that they maintain good progress. The childminder plans some adult led activities and uses good techniques to encourage children to take part and maintain focus. She completes a learning journal for the younger children which includes clear observations, photographs and children's work to show their progress and achievements. These are regularly shared with parents.

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

Children are very happy, secure and settled with the childminder and her family. The childminder works very closely with parents to ensure that she has a good knowledge of each child's likes, dislikes and routines. She gives good emphasis to developing children's understanding of keeping themselves healthy and safe. For example, she teaches the older children about keeping themselves safe as they are reminded to use their 'walking feet' and not to run indoors. Babies are kept within close proximity of the childminder so that she is able to respond quickly to their needs and ensure they are safe.

Children develop a strong sense of independence as they are encouraged to take responsibility for their own care needs. Older children know to wash and dry their hands before eating, putting their paper towels in the bin. They pour their own drinks and help to sweep the floor after snack time. Babies are carefully strapped into their chairs and enjoy watching the older children play. The childminder develops good emotional bonds with the younger children by cuddling the babies as she feeds them and by responding quickly to the needs of the older children. The childminder is a good role model and, as children follow her example, they learn to be polite. Even the youngest children are encouraged to say 'please' and 'thank you'. Children learn to get on well together as they play games and talk about sharing and taking turns. They meet and play with other children, many of whom are older and already at school. Through this interaction, they develop their social skills which help to prepare them for the next step in their life such as starting at pre-school or school themselves.

The childminder provides children with a reasonably good range of resources indoors and outside. Younger children make choices from the many toys and resources available in the dedicated play room. They enjoy exploring and finding out what is available. For example, they easily and confidently help themselves to role play equipment, such as dolls and prams, and make up their own imaginative games. As a result of this free play and the planning of some adult led activities, children make good progress in all areas of learning.

Although the childminder talks to older children about people and the meaning of different cultural events, she has a limited range of books and resources which represent children's diverse backgrounds. Children are less able to initiate their own play and learning in this particular area.

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

The childminder is very organised and has a well planned routine which ensures that her setting meets the needs of all children who attend. She supervises babies and younger children very closely and provides successful adult support. The childminder has a good understanding of her duty to safeguard children and to meet the welfare and learning and development requirements. Her safeguarding policy is robust and she knows how to contact her local safeguarding children board should she need to make a referral. Comprehensive daily risk assessments carried out on the premises, equipment and all aspects of health and safety means that children play in a safe and secure environment.

The childminder is committed to making further improvements to her already good service through accessing training opportunities and sharing expertise with other providers. She is experienced in caring for children and has a relevant level three qualification. Since her registration as a childminder, she has applied to complete further short courses. She has a document from her local authority which she has just started to use to monitor children's progress and learning. The childminder does not care for any children who attend other settings or who require any support from other agencies. She is aware, however, of these requirements and keeps in contact with a variety of professionals and settings. Accurate self-evaluation is carried out by the childminder which enables her to identify areas of her practice for future development and improvement.

The childminder has positive relationships with parents. She shares a good deal of information about her setting and each child's daily routines and achievements. She keeps parents well informed about their children's day through daily feedback and discussion. Parents can easily see how their children are developing when sharing and talking about the children's learning journals. They are encouraged to provide feedback about their children's achievements at home. The childminder seeks the views of parents through questionnaires and they state that they are very pleased with the care and education provided for their 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	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	EY460373
Local authority	Hampshire
Inspection number	920424
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
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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