

Inspection date	10/12/2013
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

- The childminder organises her practice well to provide children with a good range of activities and experiences to support their all round skill development.
- Children have equal opportunity to access a wide variety of toys indoors. They are active learners and enthusiastically and independently choose what they play with.
- Partnerships with parents and others involved with children's care and education are good.
- Children benefit from this joined-up approach to meeting their individual needs.
- Children enjoy using both large and small scale equipment, which provides them with good opportunities to reinforce and further develop their physical skills.

It is not yet outstanding because

- The childminder does not consistently reinforce routine hand washing procedures before children eat.
- There is no print in the outside play area to maximum children's opportunities to learn about words and numbers.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the childminder's practice with her.
- The inspector observed children's play, both indoors and outside.
- The inspector sampled the childminder's documentation, including children's records and her policies.
- The inspector took into account the views of parents.

Inspector

Cathy Hill

Full report

Information about the setting

The childminder registered in May 2013. She lives with her husband and young child in Otterbourne, Winchester. The childminder mainly uses the ground floor of her home, which has toileting facilities, for childminding activities. The bedrooms on the first floor are used for children who need to sleep. Children also have access to the rear garden for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She currently cares for two children 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:

- extend displays of print to the outside area to provide children with increased opportunities to learn about words and numbers as they play
- increase children's understanding of self-care and hygiene routines by consistently reinforcing hand washing before eating.

Inspection judgements

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

Children are happy and settle easily into the familiar surroundings of the childminder's home. The childminder has a clear understanding of how children learn through play. She allows children to follow their own interests, which reduces the incidents when they may feel frustration. The childminder finds out about children's starting points through discussion with parents and she also asks parents to complete an 'All About Me' record sheet about their child. Following this she does her own observations on children. The childminder tracks children's progress in all learning areas and has good systems in place to record children's next steps. She plans for each child on a monthly basis, updating their next steps, as appropriate, to enable them to make continual progress with their learning. The childminder keeps parents involved with their child's learning through discussion, sharing their learning records and through information about activities on newsletters.

Children's physical development is good and they move freely and confidently around the childminder's home. They carefully climb onto low level chairs to seat themselves comfortably and have fun pushing a toy buggy around indoors. Outside, they strengthen their muscles as they practise bouncing on a mini trampoline and as they use their legs to propel themselves around on, and in, wheeled toys. The childminder talks to children to help develop their communication skills and vocabulary. She names the animals on puzzle

pieces and encourages children to find the matching animal in the tray of animals they play with. Children listen carefully and show they understand what is said to them as they, for example, find the giraffe. The childminder shares books with children to foster their interest in literacy and has words and numbers on display indoors to raise their awareness of print carrying meaning. However, there are no visual displays outside to maximise their opportunities to learn about words and numbers during daily outdoor play. Children enjoy the freedom to express themselves as they make marks on a chalkboard outside and as they engage in role play with dolls and soft toys inside. They absorb themselves in an imaginary world as they play independently with the doll's house.

Children thoroughly enjoy music and movement. They enthusiastically take part in action rhymes, such as 'sleeping bunnies' and find a beater in the toy box to use on the xylophone set out for them. The childminder also takes children to weekly music sessions outside the home to enable children to learn about the wider world, socialise with others and further develop their skills. Children learn about technology as they play with interactive toys. The childminder makes learning about numbers fun as she challenges children to count the number of puddles they can make and jump over outside. Children rise to the challenge and confidently carefully count to four as they jump. Children make good progress with their learning and actively move from one activity to another.

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

The childminder's settling-in procedures are good at gradually introducing children to her and her home environment. Children relax and are happy in her care as they have positive relationships with her. Children enjoy cuddles and the attention the childminder gives them, which effectively supports their emotional well-being. The childminder ensures all children have equal opportunity to access age appropriate toys, which support skill development in all areas to prepare them for the next stages in their learning. Children enjoy learning through play with a variety of good quality toys. They develop a sense of belonging as the childminder has their names and photographs on display. She has made photograph books for children to look at independently, which shows them engaged in a variety of activities within and outside the home. The childminder is firm but fair in dealing with children's behaviour. As a result, children learn to share resources and they show kindness towards each other as they give each other hugs.

The childminder teaches children to learn about healthy lifestyles. She provides them with a varied diet and children freely access their drinks when thirsty. Children enjoy snacks of breadsticks and fruit and sit at the table together for lunch as they feed themselves. Children wash their hands before eating their lunch but the childminder does not consistently reinforce hand washing, for example, before children eat their snack. The childminder ensures children have daily opportunities to develop healthy bodies through exercise and fresh air. They practise their balance skills as they jump on the trampoline and their coordination skills as they manoeuvre themselves around on wheeled toys. Children show an understanding of safety as they carefully and slowly negotiate the step down to the garden. The childminder teaches children about road safety when they go out and they have also learnt about safety in the home by taking part in a practice of the

childminder's emergency evacuation drill. The childminder also models safety practice, for example, as she securely fastens children in their high chair before they eat.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She organises her childminding service well and has a range of detailed documentation to support her practice. The childminder understands the procedures to follow with any safeguarding concerns and has a detailed safeguarding policy, which she shares with parents. She risk assesses her home and outings she takes children on and supervises children well as they play to ensure they remain safe. The childminder establishes good relationships with parents and others involved with children's care and education. Children benefit significantly from this joined-up approach as it means their individual needs are well known and can be catered for in a consistent manner. The childminder shares all her policies and procedures with parents and they confirm they are very pleased with her service.

The childminder organises her practice effectively to meet child's learning and development needs. She monitors children's learning and provides them with a good variety of learning experiences to help them continually progress. She has been proactive in attending training about supporting two-year-old children and understands her responsibility to complete a written progress check on children when they are aged between two and three. The childminder has made a very positive start to her childminding career and is keen to further develop and improve. She evaluates her practice has a written development plan in place. The childminder would, for example, like to extend the variety of toys she has for children. She also has plans to further develop her provision for outdoor learning by implementing an area for children to plant and grow produce.

The Childcare Register

The requirements for the compulsory 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	EY461024
Local authority	Hampshire
Inspection number	921353
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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