

Inspection date	03/12/2013
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 feel safe and secure with the childminder as her arrangements for safeguarding the children are robust.
- Children are welcomed into a warm, friendly home where they are valued and included to ensure none are disadvantaged.
- Children develop confidence and enjoy their time with the childminder, who enables them to take part in a wide range of activities and play experiences both inside and outside the setting.
- Children are happy and content with the childminder. She treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging.

It is not yet outstanding because

- The children thoroughly enjoy their time spent outside. However, the childminder does not fully extend their learning in the garden, which slightly reduces opportunities for children to play and learn in different ways in this particular environment.

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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor learning environment.
- The inspector also took account of the written views of parents.

Inspector

Alison Large

Full report

Information about the setting

The childminder was registered in 2006. She lives with her six children in the Weeke area of Winchester in Hampshire. The childminder lives within walking distance of local shops, schools and parks. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder is currently caring for three children in the early years age group on a part time basis. The family has a pet cat and some reptiles.

What the setting needs to do to improve further

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

- arrange and develop the outdoor space to give children a full range of activities, which support all areas of their development.

Inspection judgements

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

Children enjoy their time with the childminder as she shares with them the enjoyment of learning different things. She provides children with a welcoming, safe and stimulating environment and ensures they are all equally valued and included. Therefore, children make good progress in their learning and development. The childminder provides a good variety of activities and resources to help children develop in their learning. She quickly gets to know the children and speaks knowledgeably about their stages of development. Observations and assessments are made by the childminder for each child she cares for in the early years age group. She plans the next steps in children's learning and development to show how children are consistently progressing.

The childminder is dedicated to providing high quality care and education for all children, and their progress is monitored effectively. Children's vocabulary is promoted due to the good interaction between the childminder and children. She makes good use of opportunities to help children develop their language. For example, she reinforces words with the children and provides alternative words to extend the children's vocabulary. The childminder promotes children's mathematical skills well. Therefore, children are learning to count confidently during their play. She supports the younger children by counting with them while they play so they develop an understanding of numbers. The educational programme ensures the children are offered interesting and challenging experiences across the different areas of learning. The childminder uses very good teaching methods as she sits at the children's level, uses good eye contact, listens and responds to what the children say and asks useful questions. As a result, children progress well and gain the

necessary skills for their future learning.

Parents are kept well informed about their children's progress and the childminder shares her assessment records with them to ensure they are involved in their child's learning. The childminder has not yet implemented progress checks for two-year-olds but has a good knowledge of each child, to help her complete the checks when the time comes.

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

Children feel safe, settled and secure with the childminder due to the kind approach she shows in her care and the interaction provided. She demonstrates a secure understanding of how children learn by providing a well-organised and stimulating setting. The children are able to move around freely and independently. The childminder provides children with a good variety of outdoor experiences overall. For example, children play in the garden, or go for walks, and they visit parks and play areas, where they are able to run around in the fresh air. However, she misses opportunities to enhance children's learning in the garden, for example, by enabling them to build, move resources and role play in a variety of ways. This means children have slightly fewer learning experiences in the garden area, compared to indoors.

The childminder teaches children to keep safe, for example, as they take part in the emergency evacuation procedure and follow safe procedures when out walking and crossing roads. Children are learning to keep healthy through effective hygiene routines such as washing their hands before eating or after using the toilet. Children learn good manners and to respect others as the childminder reminds them to say 'please' and 'thank you' and to share toys. The childminder has good systems in place for managing children's behaviour; she is consistent and positive and gives children lots of praise and encouragement. This promotes their well-being effectively. There is a thorough behaviour management policy in place which is shared with parents. The childminder helps prepare children for the move to school, by encouraging them to develop the skills needed such as developing independence and recognising their written name. This ensures a smooth transfer, consistency of care and learning and reassurance for each child.

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

The childminder offers a caring, welcoming environment for the children. She is keen to keep the development of her childminding ongoing, through the good range of resources provided and her commitment to attending additional training, to keep her skills updated. This benefits the children she cares for as she provides good childcare, which is well organised and runs efficiently. The childminder has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and understands that she must inform Ofsted of any relevant changes to her circumstances. Children are safeguarded well as the childminder has a clear understanding of the procedures to follow should she have a concern regarding child protection. The

childminder has attended advanced safeguarding training to ensure she has a very good knowledge. The childminder ensures children are well cared for, and always supervised by an appropriate adult. The childminder and other household members are suitably vetted and the childminder is fully aware of her duty to help protect the children in her care. Risk assessments are conducted within the home, garden and for outings, and effective steps are taken to minimise any identified hazards. Appropriate records and parental consents are in place to promote children's welfare and health, and a wide range of written policies and procedures underpin her good practice. The childminder has developed a system for self evaluation to enable her to identify her strengths and any areas to develop.

Equality and diversity is promoted well. All children are included and can take part in activities as play equipment suits their level of development. The childminder is committed to providing an inclusive setting. The children benefit from the good relationships the childminder has with the parents. They share information regularly through regular discussions and the use of daily diaries. Parents report they are extremely happy with the excellent care the childminder provides and state they are very happy about the information shared with them and enjoy looking at their child's progress record.

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	EY344944
Local authority	Hampshire
Inspection number	937599
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	14/02/2011
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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