

Inspection date

Previous inspection date

12/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Routine observations and evaluations ensure activities are interesting and challenging so children make good progress in all areas of learning and development.
- The childminder calmly manages the needs of all children, offering praise and encouragement across all their trials, attempts and achievements.
- Children show they feel safe and secure in the childminder's presence as they approach new ventures with confidence and enthusiasm.
- Parents speak highly of the childminder's care and their children's happiness in her family home.

It is not yet good because

- Although the childminder has a good understanding of how to keep children safe and healthy, systems to monitor their implementation are inconsistent.
- The childminder has not yet developed a professional support network to support performance management and continued professional development.

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 a range of activities and care routines across the indoor play areas when children returned from pre-school and school.
- The inspector observed the childminder's practice and talked to her throughout the inspection. The inspector also observed and talked with the children present
- The inspector reviewed documents relating to safeguarding and risk assessment and checked a selection of other policies.
- The inspector sampled a range of documentation including children's records and progress checks, the childminder's planning and evaluation documents and information sharing with parents.
- The inspector spoke with parents when they collected their children.

Inspector

Helen Robinshaw

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in a bungalow in the Lychpit, area of Basingstoke, Hampshire. Children have use of three main rooms for play, including a lounge, dining room area and playroom. Children also have access to the vegetable plot and a garden for outdoor play. The family has a pet cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for six children in the early years age range. The childminder offers a flexible package of care which includes day care, and before and after school care. The childminder welcomes children with special educational needs and/or disabilities and children who are learning English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that any other person living on the premises is suitable to have contact with children by supplying Ofsted with the required information and keeping evidence of checks.

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

- look for ways to establish a good professional network of support and training as well as keeping up with information and changes through a range of websites.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She understands how children learn and shapes her home and her teaching to their needs. For example, children of all ages access ample resources to support every area of learning. Low storage units in light, well labelled containers help children see the toys and tools they need to support their learning. The attentive childminder is always nearby to build on children's curiosity as they play and explore with different resources. She helps toddlers have a go at the activities they see older children doing, so they gain new skills and new confidence. At the same time the childminder challenges older children to find props as they dress up and act out familiar stories. This encourages children to explore and represent their own ideas, thoughts and feelings through role play.

The childminder presents children with choices and helps them learn how to explore and test out their own ideas. She recognises the educational value of children thinking through and evaluating the process of a creation rather than simply assessing the final product. This helps children learn to think critically about their activities, change strategies as needed and review how well a chosen approach worked. For example, children choose to make seasonal craft from a range of attractive paper and card. They easily locate tools such as scissors, pens and sticky tape and learn to handle them effectively. Children work cooperatively, sharing and taking turns as necessary. They show sensitivity to each other's needs and feelings as they encourage each other to try again, and praise their efforts. Children of different ages form good relationships as they work alongside each other. When children need help they are comfortable to ask for it. The childminder supports their growing independence by encouraging those children who can to write their name on their craft work. She supports older children by helping them translate their own messages in to phrases they can reproduce in cards and tags. All children make good progress towards the early learning goals as the childminder knows exactly what each child can do now, and what the next steps in their learning are.

This new childminder already has accurate systems in place for assessing children's progress across all areas of learning and development. When children join her services she meets with parents to learn all she can about their children. This helps children settle quickly into her care as she knows their daily routines, likes and dislikes. The childminder also finds out about children's current achievements in all areas of development. This provides her with a clear baseline of skills against which she can compare children's progress and whether or not specific teaching strategies are successful. Accurate monitoring keeps the childminder informed about the rate of children's progress across all areas of learning and development. It also helps her to identify any gaps or particularly well developed areas of learning that could be further enhanced. Children's progress across all areas of learning is therefore constantly stimulated at an appropriate level for each individual child. For children attending during the day time, rather than just after-school, the childminder keeps written observations linked with a photographic record of children's activities. She evaluates these on a routine basis, linking them to specific aspects of learning and development and typical age bands. From these observations the childminder records children's progress and identifies new challenges to facilitate their next steps in learning. The childminder uses these records to illustrate children's progress over time and to ensure they are always engaged in activities that interest and challenge them. Children are therefore very well prepared for their move to school and for adding on other activities outside school.

The childminder shares records of children's achievements and plans for future trips and topics with children's parents. As a relatively new childminder she is still trying out which systems are most effective for sharing information with different families. However, it is clear that she sets herself very high standards for working with children and their families. Parents are highly complimentary about the childminder's working practices and the learning opportunities available to their children.

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

Children are confident and happy as they clearly feel relaxed and at home in the childminder's care. Children of all ages form secure emotional bonds with the childminder and this sense of security gives them the confidence to explore new ideas, activities and friendships. The layout of the bungalow facilitates children's ease of movement between small quiet areas and larger group play or craft work. Doors to the garden also encourage free flow to the outside play area. This gives older children a little more independence while they remain in earshot and easy sight of the observant childminder. Children attending after school therefore have time to relax or do some homework as well as burn off energy with their friends.

The childminder is skilled at bringing children of different ages together, around the snack table, through craft work and investigations and through outdoor discovery. She carefully meets the interests and needs of all the children in her care so older children enjoy including younger ones in their activities. The childminder manages children's behaviour gently but firmly, using her calm style of working to disperse tensions and frustrations. Her expectations for children's behaviour are consistent and children respect any interventions, as the childminder provides them with a positive choice. Children learn strategies to manage and express their feelings and needs and to work with or around their friends.

The childminder enjoys the natural world and shares her love of the outdoors and wildlife with the children in her care. Local walks facilitate excursions to pick blackberries and hunt for conkers, feed the ducks and watch the swans on the nearby river. The childminder also has an annual pass to the nearest zoo which children benefit from during holiday periods. Children also enjoy the garden play equipment, including amongst other attractions a large netted trampoline, play house, sand pit and slide. A large vegetable plot introduces young children to pulling up vegetables that can be cooked for lunch. A plan to change an old frog pond to a patch where even the youngest children can dig, plant, nurture and grow food is also underway. The childminder places a high value on encouraging children's understanding of healthy lifestyles through celebrations of the natural world and healthy eating. Children of all ages appreciate how to choose a healthy and balanced diet, choosing from a wide range of fruit and vegetables and trying dishes from all around the world. Children learn skills of food preparation and planting relative to their ages and learn to manage daily risks accordingly when using specific tools and utensils. This prepares them well for their next steps in development as they become increasingly skilled, independent and confident.

Children are prepared for their moves to school as younger children collect older friends and siblings from school each day. They soon learn the routines of the setting and rules of the playground. The childminder has established links with both the local pre-school and school and is in an ideal position to support children's moves smoothly and effectively. Children who attend after school display well developed skills in personal, social and emotional growth and are well prepared for the next steps in their learning. Parents commented on the similarities in expectations and modelling used by the childminder and how it linked with their own values and focus for their children's development. The

childminder is fully aware of, and sensitive to, potential and actual harm to children.

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

In the few months that the childminder has been working with children in this capacity she has made significant progress. Her knowledge of the learning and development requirements and how to monitor and develop children's progress are sound. She is observant and links her knowledge of each child with their next steps and interesting activities to support further development. The childminder notices and records any concerns or gaps she has identified in children's learning. She develops ideas for new strategies and provides further opportunities for children to practice skills and close any delays before going to school. The childminder also has established links with the local pre-school and primary schools. She asks parents to sign consent forms so that she can transfer information smoothly from school to home on days that parents do not meet teachers. This helps children to experience continuity in their activities and learning. They feel secure in the systems in place to care for them between school and returning home in the evening.

Partnerships with parents are effective and the childminder is accountable to her families. She has clearly presented written policies and procedures for many aspects of her care and shares these with parents from the start. The childminder has recent training in safeguarding children and has a written policy, with procedures to safeguard children. Parents also have a copy of this along with a range of useful contact numbers for regulatory bodies and further information sites. The childminder is suitable to care for children and has undergone checks to ensure her suitability via the Disclosure and Barring Service. Not all applications for adults living on the premises were submitted in full, however, and a further check is outstanding. As a consequence the childminder is found to require improvement in this area. This is currently being attended to and a further risk assessment has been prepared to make sure that anyone without complete checks from the Disclosure and Barring Service is not on site when children are being cared for. The childminder completes risk assessments for all areas of the house and garden and checks these each day before children arrive on the premises. Further risk assessments are completed for all trips out into the community or to attractions further afield. All other mandatory requirements are in place, and many to a very high standard. The childminder is otherwise very attentive to the welfare and safeguarding requirements, helping to keep children as safe as possible.

The childminder also has clear plans, policies and procedures for emergency evacuation, equality of opportunity and health and safety issues. She has a log of evacuation drills to cover all combinations of children across the days and ages of children she cares for. Electrical equipment is checked routinely and hazards such as cleaning liquids are behind locked doors. Systems are in place to monitor the administration of medicines and to note any accidents or injuries should they occur. First aid kits are accessible within the house in her car and even in the pushchair. The childminder has clear house rules that are shared with children and parents. These help children understand how she expects them to care

and respect each other and each other's toys while in her care. Children have clear boundaries presented in a gentle and caring manner and tend to behave accordingly. The childminder behaviour management policy informs parents of how she intends to manage any challenging situations should they arise. Children respect her decisions and her gentle and calming influence on the household.

The childminder has completed initial training towards a Diploma in Home-based Childcare and is continuing studies in this area. She holds a certificate in paediatric first aid and has attended courses on the Early Years Foundation Stage, Improving Learning Environments, and Completing Self-evaluation. The childminder's self-evaluation form is carefully thought through to show what she already achieves to support children's learning and welfare and her plans for further development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that any person in regular contact with children is suitable to do so by obtaining an enhanced check from the Disclosure and Barring Service (compulsory part of the Childcare Register)
- ensure that any person in regular contact with children is suitable to do so by obtaining an enhanced check from the Disclosure and Barring Service (voluntary part of the Childcare register)

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	EY465174
Local authority	Hampshire
Inspection number	931087
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
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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