

Inspection date	20/02/2014
Previous inspection date	03/11/2008

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 are safe and well cared for in a friendly and welcoming environment, where they make good relationships.
- The childminder and her assistant work well together as a team, which enables them to offer a broad range of activities and meet children's needs effectively.
- The childminder takes children on a good variety of outings, which provide interesting learning experiences.
- The childminder uses an effective system to assess children's stage of development and plan for their progress.
- The childminder is committed to developing her role, in order to continue to enhance her provision.

It is not yet outstanding because

- The childminder does not often enable children to hear and use languages that are spoken at home, to extend their understanding of people's differences.
- The childminder misses opportunities for developing children's independence and practical skills at snack times, as adults prepare the food in advance.

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 children's activities in the lounge and kitchen.
- The inspector talked to the childminder, assistant and the children about the activities.
- The inspector sampled records and documentation, including children's progress records.
- The inspector took into account parents' views obtained through the childminder's questionnaires.

Inspector

Brenda Flewitt

Full report

Information about the setting

The childminder was registered in 1994. She lives with her husband, two young adults and a school-aged child in a house in Andover, Hampshire. The childminder's husband works with her as an assistant. The ground floor of the property is used for childminding, which includes a lounge/dining room, a kitchen and a bathroom. There is an enclosed garden for outdoor play. The family keeps snakes as pets, to which children have supervised access.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently eight children on roll, five of whom are in the early years age group. The childminder also cares for children over the age of eight years. She has gained a childcare qualification at level 4.

What the setting needs to do to improve further

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

- increase opportunities for children to hear and use all languages spoken at home, to extend their understanding of people's differences and family traditions
- extend opportunities for children to develop independence and practical skills, particularly at meal times.

Inspection judgements

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

Children enjoy the time they spend with the childminder and her assistant. The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. She provides a welcoming, fun and stimulating environment where children learn through play and exploration. The childminder supplies an extensive range of play equipment and resources, which she stores thoughtfully so that children can select them independently. She uses an effective online system to assess children's stage of development and plan their progress. She includes dated observations and photographs of children's activities and achievements, which she frequently shares with parents. The childminder uses child development guidance successfully to identify next steps in children's learning and development. She welcomes parents' contributions about children's activities at home, to use in her assessment.

The childminder promotes children's language skills well. She talks with them as she joins in their activities, encouraging them to recall previous events in their lives and solve

problems. For example, she encourages children's understanding of initial sounds and letters as they enjoy thinking about objects that begin with a particular letter. Children use language well to organise their imaginative play, and the childminder and her assistant regularly introduce new words during play and planned activities. This means that children continue to extend their vocabulary and understanding. For example, during a building race with stacking cups, children hear words such as 'competition' and 'a draw'. When walking in the woods, the childminder introduces names of various species of trees and plants. However, she does not often encourage children to use the other languages they speak at home. Consequently, she misses opportunities for extending their understanding of different languages and their awareness of people's differences.

The childminder provides a good range of books, which she displays attractively so that children can easily choose their favourite stories. They enjoy being read to and like to join in with familiar phrases and actions. The childminder helps children use reference books to extend their knowledge. For instance, they look at a book about the life-cycle of a frog when they have seen frog spawn in a pond. All this helps children develop a keen interest in books and stories. Children develop a good understanding of number and writing for a purpose because the childminder extends activities to include counting and recording. This includes activities such as a game of skittles, where children take turns to bowl and keep a tally of the scores using pens and paper.

The childminder makes sure that children's days include a good variety of outings where they meet other people, use alternative play equipment and explore their local environment. They regularly attend groups where they develop social skills as they play with other children and make friendships. Visits to farms, gardens and the woods enable children to explore in the natural environment, and learn about animals and nature. They learn about using modern technology during their outdoor activities, for example by identifying birds and their songs with an application on a mobile phone.

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

The childminder provides a warm and friendly environment. She knows the children well as individuals through her observations and effective communication with parents. This enables her to help children feel safe and secure in her care, and aids the smooth move between home and the childminding setting. Children develop a strong sense of belonging as they see photographs of themselves and their artwork displayed in the childminder's home. Children make good relationships with the adults and one another. For example, they are excited to welcome a child when they arrive, quickly settling into a group game.

The childminder provides familiar routines and clear explanations, which help children understand what she expects from them. She regularly praises children's efforts and achievements, which boosts their self-esteem and confidence. This all contributes to them behaving well. The childminder helps children gain an understanding of keeping themselves safe. This includes teaching them safe routines for crossing roads and using equipment correctly. Regular fire drills enable children to learn what is expected of them in a real situation.

The childminder promotes children's healthy lifestyles well. They have daily opportunities for fresh air and exercise, through garden play and outings. Visits to indoor and outdoor venues with large apparatus encourage children to develop their physical skills. They are becoming increasingly independent as they practise good personal hygiene routines. The childminder supplies healthy options for children at snack time, which includes fresh fruit. She engages them in conversation about how foods are good for their bodies. However, she does not involve the children in preparing the food, so they do not develop independence skills for the future during this activity, such as using tools and peeling fruit.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She completes detailed risk assessments to help to provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She has a clear understanding about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and real experiences, and she knows how to promote good progress in their overall development. She has an effective system that gives her an overview of children's progress, helping her to successfully identify any gaps in their learning. The childminder and her assistant communicate effectively, which enables them to meet children's individual needs well.

The childminder promotes effective partnerships with parents. She supplies important information about her childminding service, by way of written policies, discussion, online communication and displays in her home. The childminder encourages daily exchange of information with parents so that she can meet children's needs well. She completes online diaries for each child, including photographs, which give parents a good record of their child's day with the childminder. Parents say they like the methods for exchanging information; they praise the good range of resources and outdoor learning activities. Parents say that the childminder knows their children well and provides a flexible service. The childminder has a good understanding of the importance of sharing information with other providers and professionals, in the case of children in her care attending other settings.

The childminder evaluates her provision through ongoing, reflective practice, in discussion with her assistant. She adapts and changes planning and resources according to children's interests and abilities. The childminder identifies relevant areas for development. For example, she plans to make use of their allotment, to enable children to learn to grow plants. She has successfully addressed the recommendation set at the last inspection, which has improved aspects of children's learning and development. The childminder is committed to developing her role. She has gained a further qualification since the last

inspection. She regularly attends training courses and keeps her knowledge up to date by actively seeking information. All this helps her to continue to develop the service she provides for children and their families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	111994
Local authority	Hampshire
Inspection number	846017
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	03/11/2008
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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