

Inspection date	27/02/2014
Previous inspection date	09/10/2012

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

- The childminder has a good understanding of how children learn and incorporates their learning into their play.
- The childminder has an accurate understanding of each child's learning and development requirements.
- The childminder is well organised and offers children appropriate challenges to their individual stages of development.
- The positive relationships with parents are beneficial to the care and well-being of the children.

It is not yet outstanding because

- The system for communicating with other early year providers is not fully developed to further promote continuity of care and learning.

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 the interaction between the children and childminder.
- The inspector sampled the documentation kept on the learning and development of the children.
- The inspector viewed parental questionnaires.
- The inspector discussed safeguarding issues with the childminder.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two school age children in a house in Church Crookham, Fleet, in Hampshire. The home is within walking distance of local schools and shops. The downstairs of the property is used mainly for childminding and upstairs is used for sleeping and bathroom purposes only. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She has six children on roll in the early years age range who attend part time.

What the setting needs to do to improve further

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

- further develop the communication with other early years settings to offer the children continuity of learning.

Inspection judgements

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

Children are making good progress in their learning due to the skills and interaction of the childminder. Her positive interaction and use of imagination enables her to teach the children through their play. She repeats their words clearly modelling correct language which builds on their vocabulary. Whilst playing with dough she asks open questions encouraging children to think for example what they like on their pizzas they are making. More articulate children are encouraged to count and identify the different colours. Those who are learning these early skills are encouraged to repeat the names of the different colours and undertake simple counting.

Children explore their surroundings and choose different resources; they will sit on the childminder's lap and 'read' stories to her, handling the books correctly and modelling 'how to read'. Other children choose to play with the dolls, feeding them and pushing them in their prams. Children raise concerns that a doll's dummy is broken and it won't stop crying. The childminder talks to them about what they like when they are crying and they agree to try to cuddle the baby instead of using a dummy. This introduces young children to concepts such as empathy.

Relationships with parents are strong and worthwhile. Good quality information is collected about each child as they start so that the childminder is fully aware of and can respond effectively to their individual learning and care needs. There is extensive information recorded in children's daily diaries and daily discussions take place. These are effective in ensuring that parents are fully aware of their child's experiences and their next

stage in learning.

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

Children feel comfortable and have made secure attachments to the childminder. The depth of understanding the childminder has about the children enables her to respond immediately to their individual needs. This results in them being emotionally prepared and confident for their next stage in learning. The childminder responds to their simple words and gestures by positively interacting with them, responding to them and often repeating what they are saying. The childminder has extensive conversations with parents before their children start to ensure that the transition to her care goes smoothly. Several meetings take place both in her home and in theirs, helping them to know each other well and feel secure. This promotes the children's sense of security and well-being preparing them well for this next stage in their lives.

Children are learning to manage their behaviour and have consideration for each other. If they upset another child they are encouraged to think about what they have done, how they would feel and to apologise. They give each other cuddles to say sorry. They are reminded to share and are praised when they do so, which supports their personal, social and emotional development well. They are learning about staying safe as they are reminded to hold onto the banister as they go upstairs. The children will tell visitors about the different levels in the garden and to 'be careful'.

Children are beginning to learn about health lifestyles through the childminder's practice. Each day they access fresh air and they wash their hands at appropriate times. Children are supported to learn about self-care skills such as toileting and using cutlery correctly. They are offered a good range of healthy snacks and meals that they sit together to enjoy. They are learning skills such as how to use knives safely, for example to cut up fruit.

The childminder's commitment to safeguarding the children promotes their well-being. She ensures that all areas and resources the children use are safe and suitable for their stage of development. Safeguarding training has been undertaken, resulting in her having a clear understanding of her role and the procedures to follow if she had a concern about a child to protect their welfare. The childminder reviews any incidents concerning children's safety and well-being to safeguard their welfare and reports any serious incidents to Ofsted as required.

Children are encouraged to explore their environment and select for themselves from the good quality resources. The children also use the garden as a good learning environment. They develop their physical skills as they learn to use large outdoor equipment where they climb up steps and manoeuvre their bodies so they can safely slide down. They transport water from one area to another using different sized containers, developing both mathematical and physical skills. They 'fix' the toys that are 'broken' using the tools in the play house. The interaction from the childminder extends their play as she asks them open

questions which encourages them to think and talk about what they are doing.

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

The childminder has a thorough understanding of all aspects of the Statutory Framework for the Early Years Foundation Stage. She also has regard to the welfare requirements which results in her informing Ofsted of a significant event in line with her safeguarding procedures. The childminder implements robust risk assessments to help protect children while in her home and on any outings they undertake.

The childminder has a good understanding of the seven areas of learning and the children's individual learning needs. Although no formal plans are undertaken the childminder ensures that children have good quality learning experiences across all the areas. This results in her ensuring that children are having a range of experiences with her that prepares them well for their next stage in learning. Worthwhile observations and assessments are undertaken and next steps are identified for each child.

The childminder has started to evaluate her practice and she has sought parents' thoughts on her practice. This has helped her identify strengths and weaknesses of her practice and improve the outcomes for children. She is enthusiastic and committed and is about to complete a qualification in childcare in addition to attending short courses. This will increase her knowledge and skills further which will ultimately further promote the outcomes for children.

The childminder has close and worthwhile relationships with the parents. They discuss the children every day and a two-way daily diary is in place. This allows parents to record information and keeps them informed of the experiences their child is having with the childminder. They access the observations and photographs kept on their children when they wish and discuss the assessments the childminder has made on their children. This keeps them fully informed and enables them to continue the learning at home. However, the childminder has not fully developed her partnerships with other early year settings that the children attend to support consistency in their care and learning.

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	EY441025
Local authority	Hampshire
Inspection number	956839
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	09/10/2012
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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