

Inspection date	24/04/2014
Previous inspection date	28/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 develops warm and caring relationships with children and provides them with a positive role model that helps them feel secure and settled.
- The childminder builds good relationships with parents and others involved in the children's care, with lots of two-way information sharing, which contributes effectively to children's developmental progress.
- Children feel valued and develop a strong sense of self that builds confidence and helps move their learning forward.
- The childminder sets out her home to appeal to children. The use of good resources encourages children to sample what is available to them, initiating their own learning as they play.
- The childminder successfully talks to children to introduce new words and develop their language for communicating.

It is not yet outstanding because

- The childminder does not provide sufficient opportunities for children to experience a wide range of resources that reflect positive images to help develop their awareness of diversity of culture and disability.

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 activities in the home speaking with the childminder at appropriate times.
- The inspector looked at a sample of documentation including children's development records, policies and procedures and the childminder self-evaluation.
- The inspector spoke to parents and took note of their comments from written references.

Inspector

Susan May

Full report

Information about the setting

The childminder registered in 2009. She lives with her adult daughter and grandson in Popley, Basingstoke. Children have access to the ground floor of the home for their play and a bedroom on the first floor for sleeping. There is an enclosed garden available for outside play. Bathroom facilities are available on the first floor. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years range. The childminder also provides care for older children. The family has a cat.

What the setting needs to do to improve further

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

- improve the opportunities for children to develop an awareness of diversity, by providing a wider range of resources that reflect positive images of culture and disability.

Inspection judgements

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

The childminder knows the children and their needs well. She supports and responds to their interests and makes suggestions that help guide them during their play. Consequently, children choose what they want to play with from a range of resources that appeal to them and they are eager to explore. She captures their interest and extends their learning as she asks open-ended questions that make them think. For example, asking, 'what is inside?' When a child pretends to crack an egg, this leads to a conversation about how it may be ducks if they are real eggs not like chocolate eggs, which are sweets. Children make good progress in relation to their developmental starting points. The childminder quickly identifies any gaps and seeks to address them with parents and other professionals. Through observations, she uses the choices that children make during their play to promote the next steps for their learning. Children take activities in their own direction, although some activities may be adult led for a specific purpose. For example, activities such as threading and picking up objects with tweezers, helps children to develop fine motor skills so they can begin to manage zips on coats and shoes. This alongside increasing social skills and a willingness to try new things, helps build children's confidence and independence in preparation for school. Parents are fully involved in their children's learning. The childminder talks to them everyday often making suggestions for things that can be done at home, so they are working together to achieve the next development goal. The childminder shares with parents their child's learning journal that contains regular reviews for example, the progress check for children aged two.

Children's language and communication develop as the childminder interacts well with the children. She joins in with their play and introduces new words, for example, as children love to look at books. They see familiar words as they collect their name on arrival and stick it on a 'Who is Here' today board in the hall. They look at photographs of themselves completing activities and on outings and recognise numbers and letters on posters around the home. Children problem solve as they complete puzzles, and count and identify colours as they play hopscotch, use the construction toys and make a farm for the animals. The childminder regularly attends toddler groups and visits local amenities, such as the library and activity centres. These outings help develop children's social skills and knowledge of the community and link to children's developing physical skills. Walks to the park and woods and planting seeds in the childminder's garden, helps to develop children's interest in the natural world. Children develop control of their movements as they climb on equipment in the garden and at the park. Children enjoy listening to familiar stories and demonstrate good recall as they repeat stories back to the childminder. Children enjoy making marks and creating patterns and have access to materials such as pencils and crayons. The childminder provides opportunities for children to share experiences and knowledge from different parts of their lives. They talk about different members of their family and look at photographs the childminder makes easily accessible. The childminder encourages children to try new activities and experiences. As a result, children develop great enthusiasm for creative activities. She supports children's confidence by joining in the activities herself and helps to develop their enthusiasm for touching and feeling as they play with rainbow spaghetti and modelling dough.

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

Children are secure and settled. Their individual needs well met as the childminder provides a warm and welcoming environment. She provides a positive role model as she has a caring, patient and kind approach; she talks to the children in a calm and soothing manner and has clear expectations of what is expected of them. For example, they behave well as she expects them to say 'please' and 'thank you' and be caring and cooperative towards each other. Children are clearly beginning to form good relationships as they enjoy each other's company. They talk excitedly about other children and what they will play with when they arrive home from school. Children are motivated in their play and the childminder encourages them to develop independence in everyday events. For example, they help prepare their own lunch and choose what they want to eat for snack. They begin to understand about healthy foods through discussion and posters that show what foods are good for them. Children are aware of good hygiene practices as they wash their hands and sit at the table sociably to eat their meals. This provides a good basis for sound future eating habits. Children have regular opportunities to be active and enjoy outside play and activities in the garden and at local parks and groups.

The childminder organises her resources to provide children with a good range of indoor and outdoor toys and activities that promote their enthusiasm for learning. For example, there is a digging area in the garden and children enjoy planting seeds and caring for them. They count up and down to 10 as they play hopscotch or may sit in a quiet area indoors with a selection of floor games. As a result, all children including those who attend

after school have sufficient challenges. Children learn about their own safety through everyday play and topics. For example, following a road safety week topic, young children sit with the childminder and run their toy cars around the roadmap, carefully placing the small-world people away from the roads so they are not run over. Children find out about the local community as they regularly go for walks and visit local groups and the library. They are beginning to develop an awareness of diversity as they celebrate events that are important to them. However, there are limited resources that reflect positive images of difference, which limits children's awareness of all aspects of diversity.

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

The childminder maintains children's safety well as the premises are safe and secure. Risk assessments are in place for the home and for outings; the childminder supervises children extremely well at all times. The childminder has increased her understanding of child protection procedures through further training. Consequently, she demonstrates a good understanding of her responsibility to protect the welfare of the child. She has recently completed a level 3 childcare diploma that has enhanced her understanding of the learning and development guidance. This has given her confidence in her ability to identify next steps for children's learning. She uses her observations, information from parents and from other settings, to identify if children are achieving new skills in relation to their next steps. She plans activities and ensures she provides sufficient challenges and where relevant, narrows the age gap if children are not reaching expected targets.

Since the last inspection, the childminder has started to reflect on her practice and the quality of the provision. She has achieved this through seeking advice from childcare professionals, the internet and from other childminders. She uses the Ofsted self-evaluation form, consults with parents and takes note of children's enjoyment of activities and their views. This enables the childminder to recognise strengths and identify where she can make future improvements. For example, she recognises that while she has always had a strong relationship with parents, it would be of benefit to involve them in children's learning on a practical level. This includes providing story bags for the children to take home and having a fun day when parents can try out activities that enhance children's learning. Parents are extremely happy with the care the childminder provides and made themselves available to express their views during the inspection. They talked about how happy and settled children are, the wonderful learning opportunities children have and how they are coming on in 'leaps and bounds'. The childminder recognises the skills children need to move successfully onto the next stage in their education to pre-school or school. She supports children as they manage their personal needs, helps them listen to instructions and be attentive, builds their self-esteem and confidence to socialise and develop good communication skills. The childminder establishes effective communication with other early years provision that children attend. This complements and provides consistency in their ongoing development.

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	EY394298
Local authority	Hampshire
Inspection number	931984
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	28/11/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

