

Inspection date	07/05/2014
Previous inspection date	20/06/2011

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 are extremely happy and content in the childminders care. They demonstrate a strong sense of security and enjoy a warm, close relationship with the childminder and her assistants promoting their well-being.
- There is a good understanding of both the children's care and educational needs and both are met well.
- The planned activities and day-to-day interactions result in children learning through their play.
- Children's early physical, social and communication skills are effectively supported through purposeful, interactive play and learning and good daily routines.

It is not yet outstanding because

- The childminder and her assistants do not always give suitable responses to children when they observe negative behaviour. This means that children do not always learn what is expected of them.

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 spoke to the childminder and her assistants about the children in their care.
- The inspector observed the interaction between the childminder her assistants and the children.
- The inspector sampled documentation kept about the children including the observations and assessments.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder has been registered since 1993. She lives with her husband and adult child in the Beggarwood area of Basingstoke in Hampshire. All areas of the home are used for childminding and there is a secure garden for outdoor play. The family have pets in the home. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder works with up to three assistants but with no more than two at any one time.

What the setting needs to do to improve further

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

- review how adults help children to learn about behavioural expectations, for example, by carefully considering adults' verbal responses to incidents of negative behaviour.

Inspection judgements

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

The childminder and her assistants are knowledgeable about the children's learning and care needs and provide good opportunities for them to develop and progress. They work well as a team to identify each child's care and learning needs. This has resulted in effective planning for children's learning requirements, enabling them to make good progress. This helps young children to develop key skills for their future learning.

The childminder and her team are particularly understanding of the needs of children aged under three and those with special needs. They offer them a supportive, positive and enabling time whilst in their care. This means children develop good self-confidence and happily engage in a range of activities.

There is a good balance of child-led and adult-initiated activities. Children explore their surroundings showing curiosity as they examine different resources. They enjoy using different materials, seeing how they feel as the adults' model language for them so they learn the names of the different objects they find. Young children develop their physical skills as they pull themselves up on the furniture and receive praise when they start to walk across the room unaided.

Children exploring colours as they mix paints together enjoy the sensation of the paint on their fingers and hands. The childminder talks to them about the colours so they are beginning to learn the names of them. They sit and sing songs learning to follow the actions and expand their vocabulary. Children explore the treasure baskets with the adults'

who introduce adjectives to describe the different textures, children nod in reply to the open questions. They are fascinated when the ball changes colour as it bounces and enjoy the sensation of the different surfaces of the resources in the basket. The childminder provides one-to one support for children with additional needs. This results in children feeling secure and being engaged in activities that are appropriate for their individual development.

When playing outside children bang the saucepans to make music while singing the ABC song. They play on the trampoline as they develop balance and enjoy bouncing. They develop coordination and physical skills on the sit and ride toys as they use their legs to get them to move.

The childminder gathers good quality information from parents before a child starts enabling the planning of activities to be relevant to the child's individual needs. Two-year-old assessments take place and are shared with the parents so they are aware of their child's further learning needs.

The childminder provides parents with good quality information each day both verbally and with the use of daily diaries. This enables them to be aware of their children's achievements and how to extend their learning at home

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

Children do well in this nurturing home because of the safe, supportive care they receive. They demonstrate confidence and emotional security in their surroundings because the childminder and her assistants build strong relationships with them. This supports them to be ready for their next stage in learning. Children are learning the boundaries of behaviour from a very young age due to the positive interaction they receive from the childminder and her assistants. However, occasionally their names are called but no instructions are forthcoming this results in children not always knowing what is expected of them. Children are reminded to share and help to put resources away so they have space to play safely. If they get physical and grab one another, they are given clear directions by the adults' and encouraged to be kind to their friends. This helps to ensure their safety, well-being and that of the other children.

The childminder provides babies and young children with plenty of activities and resources so that they are stimulated and well motivated in their play. They receive positive praise and encouragement, which supports their feelings of well-being and enables them to thrive. Children develop a healthy lifestyle through daily physical exercise and the promotion of healthy eating by the childminder. Nutritious snacks and meals are on offer that are appropriate to their ages and stage of weaning. In addition, the childminder effectively follows children's home care routines. For example, naptimes are individual to each child's routine and parents' wishes. They sleep in cots in different rooms throughout the house so they are not disturbed when another child wakes up or is put to sleep. This facilitates good growth and development because children are able to sleep well. The childminder teaches toddlers good skills so that they are learning how to manage their

own physical needs such as feeding themselves and cleaning their hands before eating.

The childminder has planned an enabling environment so that children are able to explore the range of good quality resources in the playroom and garden. They make choices, selecting resources for themselves with help when needed. This develops their independence and physical skills as they select and choose what they want to play with.

The childminder supports children well for their next stage in learning. When they are moving onto school, she helps them to be school ready. They practice getting dressed and undressed and have skills such as writing and recognising their names. She has positive relationships with other early year providers and local schools to promote consistency in children's learning.

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

The childminder and her assistants are fully aware of their responsibilities regarding meeting the safeguarding and welfare requirements. They keep accident records and have systems to follow to inform parents if their child were to have an accident. The childminder has a secure knowledge of the safeguarding procedures and is alert to any concerns regarding children and the procedure to follow if she had a concern. She ensures that her assistants are suitable by having robust recruitment procedures in place and encouraging them to undertake training to develop their skills and knowledge.

The childminder ensures she maintains her ratios at all times and has written permission from parents for their children to be left for short periods of time with the assistants. She employs an extra member of staff to support children with additional needs to ensure that all the children are safeguarded and cared for effectively. The childminder ensures hazards are minimised to keep children safe by undertaking daily risk assessments covering all the environments children use.

The childminder effectively meets each child's learning needs well. She and her assistants observe, evaluate and assess their progress regularly. This enables them to plan activities and use incidental activities to continually help children progress. She monitors the effectiveness of the educational programme by reviewing children's progress in all areas to identify any gaps in their learning. This has resulted in her knowing the children very well and being fully aware of each child's learning and care requirements.

The childminder has evaluated her practice using additional information from the assistants and parents. She has made many changes that have improved the outcomes for children. She has developed the garden so children can undertake more learning outdoors. There are now for example, bug catchers, a mud kitchen and she has recently added an all weather surface so children can play out all year. There are a range of different posters, linked to learning, displayed making it an attractive area for children to play in. The childminder has responded to requests from parents and there is now a weekly menu on display and this is recorded in children's daily diary in advance.

The childminder builds a good relationship with parents. She has clear lines of communication, a flexible and understanding approach to working with parents and a friendly and approachable attitude. The childminder arranges formal meetings four times a year and, the children's experiences are recorded in their daily diaries keeping parents fully informed. The childminder displays planning in the hall and daily discussions keep parents up to date with their children's progress. The childminder works well with other agencies involved with the children to ensure that their care and education is promoted well.

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	112549
Local authority	Hampshire
Inspection number	973361
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	12
Name of provider	
Date of previous inspection	20/06/2011
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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