

Inspection date

Previous inspection date

03/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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	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 is well organised and enthusiastic in her role making good use of all the space available to her.
- Children enjoy a broad variety of fun experiences which encourage their all-round development both in the home and in the local community
- Children are confident and secure. They relate well to the childminder and to each other as they play.
- The childminder monitors and discusses children's development with parents. This ensures children continuously make good progress.
- The childminder is proactive in developing good working relationships with other providers who are involved with the children. This promotes continuity in children's learning.

It is not yet outstanding because

- The tools used to gather developmental information from parents about the youngest children are not helpful as they are not relevant to the age and stage of these children.
- Children do not have access to items or toys which may distract them when undertaking activities they do not enjoy, such as at nappy changing time.

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 toured the premises and resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read the provider self- evaluation.

Inspector

Lynne Lewington

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three young children in the Popley area of Basingstoke, Hampshire. Children have use of two main rooms for play, a lounge/dining room area and playroom. Children have access to an enclosed garden for outdoor play. The family has a pet cat and dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are three children on roll in the early years age range.

What the setting needs to do to improve further

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

- enhance nappy changing time for children by for example, providing attractive pictures, mobiles or interesting toys for children to use
- improve systems of gathering information about the very youngest children's development when they first start to support initial planning for progression.

Inspection judgements

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

The childminder encourages learning and promotes development knowledgeably. She clearly understands the types of experiences and activities young children need to encourage their development in all areas of learning. Daily outings in addition to interesting activities in the home promote children's skills well. The childminder teaches children to recognise their colours and numbers naturally as they play. She encourages their communication and language skills as she builds their words into sentences and provides a commentary to their and her own actions. This models language to the children and helps to develop their understanding. She uses vocal and facial expression to enhance communication. Children develop their physical skills in the home and on the many outings they experience. For example, they visit the park and local soft play areas. Visits to the library provide an opportunity to choose books and listen to stories with other children. The childminder reads to the children and they sit close and enjoy familiar stories. This helps to increase their awareness of the written word, encourages language skills and imagination. Dressing up and role play provides the children with a good opportunity to act out experiences both real and imaginary, and experiment with emotions. Children plant seeds and grow items in the garden and they look at the weather and learn to dress appropriately for it. Social skills develop as children meet with other adults and children at early years activities. For example, they participate in music and rhyme sessions with other young children and their carers. They have opportunities to play and listen to music

and learn action songs and rhymes. This helps promote creative abilities and language.

The childminder is monitoring children's development well. She seeks information from parents when children start and uses this to help her understand them and their learning needs. She has tools to help in this process. However, the tool she is currently using for the youngest children does not provide sufficient opportunities for parents to share developmental information about their children as it is aimed at older preschool children. Her observations and records of the children's progress indicate they are making good progress in all aspects of development. Information is shared with parents and the childminder values the information they share with her. This information helps her to communicate with the children about experiences and aids her planning of new activities. The childminder identifies next steps in development and considers how these can be encouraged for each of the children in her care. She works in partnership with parents and others who are involved in children's care. For example, she completes the required progress check for two-year-old children in partnership with the pre-school and the parent. This good practice helps to ensure knowledge and ideas are shared for the benefit of the child.

The childminder respects the individuality of each child. She understands the importance of encouraging children to develop their English language skills. She also knows it is important to acknowledge the skills children with English as additional language has. She has taken time to learn words children may use in their own language, for example, numbers and the names of toys. This means that if the children count or use their first language to ask for a toy she will understand and be able to respond and translate into English. If the childminder was concerned about the developmental progress of a child she would sensitively encourage parents to seek advice from appropriate sources such as the health visitor.

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

Children respond warmly to the childminder. They confidently explore the environment indicating they feel secure in her care. The childminder is a positive role model as she understands that children learn from what they see around them. Through role play and gentle reminders the children are learning to show consideration for others and to use good manners. Undesirable behaviour is managed calmly. The childminder talks to children in a way relevant to their age and understanding and uses distraction. As they get older she helps them to understand the impact of their behaviour on others through talking to them. Children are beginning to develop their awareness of safe behaviours through consistent and gentle reminders. For example, discouraging young children from climbing on the furniture and talking about why they pick items up off the floor to prevent tripping. The childminder has a confident and clear understanding of safeguarding. She ensures children are always in her care and she supervises them closely. She makes sure the environments they use are safe and free from hazards. The childminder is also aware of safeguarding issues which may cause concern and the action she would take. She has policies and information displayed to help parents understand that safeguarding is everyone's responsibility. This effectively helps to promote children's welfare.

The childminder understands the importance of providing children with routine to their day. They have stimulation both mentally and physically through outings and activities, regular mealtimes and opportunities for sleep or quiet activity. This helps children to feel happy and secure. Children enjoy food prepared by their families or the childminder. She demonstrates a sound knowledge of healthy eating and the importance of providing a balanced diet including fruit, vegetables and meat or fish. The childminder encourages children to have regular drinks of water and these are easily accessible. Physical activity is encouraged daily and good hygiene is a part of the daily routine. The childminder talks to the children about why a healthy diet, exercise and healthy eating are important. This is at a level suitable to their understanding as they undertake the various activities. Nappy changing is undertaken regularly and good hygiene routines are followed. However, the childminder has not made provision for children to be distracted or entertained while their nappies are changed.

The premises are clean and well maintained throughout. Good use is made of all the available space on the ground floor and both gardens to provide the children with an attractive safe play environment. They can access the good quality toys easily and make choices in their play. Good quality fact and fiction books are easily accessible and regularly replenished by visits to the library.

The childminder understands the importance of preparing children for changes in their lives, including starting school. She encourages parents to talk to her about events the children experience. This enables her to talk to the child and support their understanding of what is happening.

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

The childminder has a good understanding of how children learn and ensures they participate in a wide variety of activities which encourage all areas of learning. She has developed a system for observing and monitoring children's progress. This helps her to identify and plan experiences to encourage further development. Consequently, children progress well towards the early learning goals.

The childminder has a good understanding of learning and development, welfare and safeguarding and what they mean in practice. She demonstrates a good understanding of all the requirements of her registration and maintains all the records to support her in her role. The childminder seeks opinions of her service from parents and reflects on her work so that she can continuously develop her provision. This has led to a plan of action which includes increasing her knowledge by undertaking an early years qualification and arranging formal meetings with parents to discuss children's progress. She has reviewed how the outdoor space is used and adapted the front garden to provide a more child friendly space for the youngest children.

The childminder promotes positive partnership with parents and others. Parents have

provided positive feedback regarding her service and have felt confident to ask questions and make suggestions which the childminder has appreciated. The childminder is working proactively with the local preschool and welcomes the support of the local early years adviser to continuously develop her provision. This all indicates she will continue to develop the good quality service she offers.

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	EY464782
Local authority	Hampshire
Inspection number	933622
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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