

Inspection date	31/03/2014
Previous inspection date	26/03/2009

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 very happy and comfortable in the childminder's care.
- The childminder ensures that all children form strong bonds and attachments by having thorough settling-in procedures to help them gain a sense of belonging.
- She has formed good partnerships with parents, who are clearly very happy with the care their children received.
- The childminder offers children guidance and support to help them learn sensible hygiene routines to prevent the spread of germs.

It is not yet outstanding because

- There are fewer resources available that will help children to learn about people with disabilities and differing abilities.
- There is scope to improve children's awareness of what additional resources and activities are available to 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 observed activities indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector viewed and discussed with the childminder regulatory documentation
- regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16 years old.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder has been registered since 2001. She lives with her husband and family in Church Crookham, Hampshire. Local amenities are within easy walking distance. The whole of the house is used for childminding and there is a fully enclosed garden available for outside play. The childminder attends local toddler groups and organises outings and activities with a group of other local childminders. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll, seven of which are in the early years age range. Some children attend on a part-time basis. She is a member of an approved childminding network and is registered to receive funding for the provision of nursery education for children aged two, three and four years.

What the setting needs to do to improve further

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

- extend the range of toys and resources to help children to learn about people with differing abilities
- develop a system where children are able to use a picture reference system so that children can easily choose additional resources for themselves.

Inspection judgements

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

Teaching is consistently good. The childminder demonstrates a strong knowledge of how children learn through play because she provides children with stimulating experiences according to their individual interests. Children show a particular interest in playing outdoors and demonstrate high levels of excitement as they prepare to explore the garden. They thoroughly enjoy investigating the wide range of resources available and are supported very well by the childminder who tunes into their interests and extends their learning. For example, when children show curiosity with the role play resources she suggests that they pretend to be doctors. Children use the toy telephone as they talk to one another about how they are feeling today. The childminder adds to their play further by suggesting they use pencils and paper to make notes on. This helps to develop their early writing skills. Children concentrate well and develop their physical skills as they safely use different tools, such as child safe knives with increasing control.

They learn about the natural world as they help to look after tadpoles in an inside tank. They add more water to the tank and sprinkle fish food for the tadpoles to eat. The

childminder encourages them to think as she asks open-ended questions, such as 'how many legs do tadpoles have' and 'what will they change into'. Children are supported by the childminder to use language to convey their thoughts and ideas and confidently tell the inspector that the tadpoles will turn into frogs. The childminder continues to enthuse them by providing toy frogs for them to explore and investigate further. As a result, children are highly motivated by the activity and maintain their focus over a period of time. Children enjoy exploring a wide range of natural media and materials. For example, they use all of their senses to investigate soil, water and wood. Younger children enjoy playing with natural resources contained in a treasure basket so that they start to understand the world around them. When in the garden, children are supported by the childminder to ride on wheeled bikes and bounce on the trampoline.

The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She continually observes children at play and uses the information to monitor the good progress they make over time. This is clearly recorded in each child's development records and enables the childminder to successfully prepare children for their next stage in learning. The childminder has a good process in place to effectively assess how children are developing at the age of two years. She works collaboratively with parents and provides them with an accurate assessment of their child. The childminder engages very well with parents generally and encourages them to share information about their children's learning in various ways. For example, they complete 'All about me' forms at the beginning of the placement. Parents record experiences children have at home and are encouraged to make comments about the progress their children are making. This ensures everyone has a clear picture of children's overall development and successfully includes parents in their child's learning.

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

Children are very happy and comfortable in the childminder's care. This is a result of the support and warmth they receive. The childminder readily joins in with their play and shows a keen interest in what they are doing and saying. She ensures that all children form strong bonds and attachments by having thorough settling-in procedures to help them gain a sense of belonging. The childminder finds out about children's familiar routines from parents during this time and as a result, children's emotional needs are very well met. The childminder manages children's behaviour in a fair and consistent manner. She focuses on praise and rewarding children for their good behaviour. Consequently, children have high levels of self-esteem. Children are given clear guidance, reminded to share toys and encouraged to help put toys away. She is calm, polite and kind towards children, setting clear house rules and boundaries. This develops children's understanding of right and wrong.

Children access a wide range of interesting activities and resources both inside and outside. Storage boxes are labelled to help children choose resources. However, there is no system in place to help children to know what other activities are on offer to them. The range of resources helps children to learn about different cultures, backgrounds and religions, although there are fewer resources available to help children learn about people

with disabilities. Children enjoy outdoor play, which effectively promotes their physical development and ensures that they get plenty of fresh air and exercise. They benefit from attending groups outside of the childminder's home. Overall, these opportunities help prepare children for life and learning beyond the Early Years Foundation Stage. Children demonstrate good independent self-care skills. For example, they learn to put their shoes on the correct feet before going outside to play. The childminder has a good understanding of health and nutrition for young children. Children are encouraged to try new foods, which helps to develop their tastes and extend their knowledge of healthy eating.

The childminder offers children guidance and support to help them learn sensible hygiene routines to prevent the spread of germs. For example, children know to wash their hands before eating. Children's safety is given priority. The childminder encourages children to be active and explore their environment, while teaching them to be safe. Children know to tidy up when there are too many toys on the floor in case they fall over them. They learn to manage risks safely when they climb and use the play equipment in the park. The childminder talks about crossing the road safely, which means children develop their understanding of how to be safe when out and about.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. She fully understands her role in protecting children from harm and who she needs to refer any concerns to. Effective policies and procedures for safeguarding children also promote children's safety because she follows them implicitly. This inspection was brought forward following concerns raised about a change to persons aged 16 years or older living or working on the childminding premises. The childminder took effective and prompt action to address this and ensures children's safety is treated as high priority.

She carries out daily risk assessments for the premises and when she takes children on trips, so that any potential hazards are minimised. The childminder supervises children very well and the premises are secure. She practises fire drills with children each month so that children learn what to do in the event of an emergency. She keeps detailed accident and medical records so that children's health is well protected and she has recently completed training in paediatric first aid and child protection.

The childminder organises all aspects of her provision very effectively. She has a good understanding of her responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She reflects on her teaching and planning regularly, so that children's well-being and progress is carefully monitored. She has support from her childminding network coordinator which helps her to monitor her planning and to keep up-to-date with current guidelines in childcare. The childminder is very well motivated and evaluates her provision very well. She focuses on specific areas for improvement, so that children continue to receive a very

good standard of care and learning. The input of children and parents is included in the self-evaluation process and their views sought so that she is successful in meeting all individual needs.

She has formed good partnerships with parents, who are clearly very happy with the care their children receive. Parents are encouraged to talk to the childminder daily about their child and also have instant access to their child's 'on-line' development records and daily diaries. Effective links have been established with local schools and other early years providers and she knows where to enlist additional support for any children who may need this. She speaks to children's teachers and key persons regularly and knows how they are progressing so that she is able to complement and extend their enjoyment and learning. She regularly meets up with a group of childminders, so that she benefits from the sharing of training, ideas and best practice in order to make continuous improvements in her provision.

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	112873
Local authority	Hampshire
Inspection number	909990
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	26/03/2009
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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