

Inspection date	19/06/2014
Previous inspection date	24/05/2013

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 has a secure understanding of safeguarding, which enables her to keep children safe from harm. She uses effective procedures to ensure she maintains ratios to promote children's welfare and safety.
- The childminder observes and assesses children's development very well. She uses this information skilfully to provide a good range of activities that engage and motivate children to learn.
- Teaching is good because the childminder knows each of the children well and she responds to their individual interests. She plans activities that promote their curiosity and learning. As a result, children make good progress given their starting points and capabilities.
- The childminder develops effective partnerships with children's parents and other professionals. Consequently, she meets children's individual needs well.

It is not yet outstanding because

- Occasionally the childminder does not fully model newly implemented behaviour management strategies to children so that they can later resolve disagreements for themselves.

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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and developmental records.
- The inspector engaged in ongoing discussion with the childminder and checked samples of policies and other records.
- The inspector discussed the process of self-evaluation including how the childminder obtains the views of all the users.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder registered in 2002. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and adult children in Chineham, near Basingstoke, Hampshire. The ground floor of the home is mainly used for childminding purposes, with upstairs bedrooms used for children to sleep. There is a garden for outside play. The childminder currently has three children on roll in the early years age range. She has two named assistants who she uses occasionally. The childminder receives funding for the provision of free early education to children aged three and four.

What the setting needs to do to improve further

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

- increase opportunities for children to learn how to manage their behaviour without adult intervention, for example, by modelling the actions and language they could use to support their developing understanding of sharing resources and taking turns.

Inspection judgements

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

The childminder demonstrates a good knowledge of how children learn and develop. She plans a wide range of exciting activities to support children's interests and their learning. Good use is made of current guidance to help track children's development accurately to ensure they continue to make good progress. Daily observations help to identify what children need to do next as well as any gaps in their learning. Weekly planning is effective and takes into consideration children's interests and their learning needs. There is an effective balance in planning and children benefit from small group work as well as individual attention. This precise planning and support ensures children continue to make good progress in their learning.

The children show that they are interested in what the childminder provides for them. She actively promotes children's confidence in their developing communication and language skills. For example, children take part in a group story time. They marvel at the colourful rainbow fabric, which the childminder uses as a prompt to help them with their colours and children chant along to their favourite bits in the story. Later in the garden, children choose an activity that captures their interest from the wide range on offer. One child spends time scooping glittery green sand while another pushes trucks through the large sandpit. They hunt for bugs in the garden using magnifying glasses. They talk about an empty snail shell and wonder what might have happened to the snail inside, which

promotes their understanding of the world around them. The childminder supports each child to their own individual level and she is skilled at moving between activities providing one to one attention. She is careful to provide time for children to think about what they are doing. Her gentle involvement promotes children's growing confidence and self-esteem, which enables them to become active learners.

The childminder provides good opportunities for children to learn about numbers as they play a counting beanbag game. Children choose their favourite colour and take turns throwing their beanbags into numbered tubs. The childminder supports this well as she caters her levels of support for each child. For example, one child is able to recognise numbers well and count confidently. The childminder introduces challenge to the game by tasking them to calculate what will happen if they add one more. She also supports younger children during this game as she encourages them to listen to instructions and follow them by throwing when asked and counting. As the childminder knows her children very well, she is able to challenge and support them in equal measure, which means they are well prepared for the next stage in their learning. Effective procedures are in place to support children with special educational needs and/or disabilities, which ensures they are able to make good progress in all areas learning. The childminder completes the progress check for two-year-old children with parents. This helps her to plan for the next stage in children's learning and to identify areas, which require further support. The childminder ensures children have good opportunities to socialise with each other and at local groups, which helps to support their language and communication.

The childminder has developed strong partnerships with parents in order to promote their child's learning. She seeks information from home when children start attending about their interests and achievements. She uses this alongside her own observations to identify their starting points and completes ongoing planning, which leads to the identification of their next steps in learning. The childminder keeps parents fully informed of their child's progress through daily feedback. She talks to them each day when they arrive to drop off and collect their children and she records an electronic diary to which each parent has access. Parents are encouraged to look at their child's observation records electronically either in their own home or with the childminder. She welcomes their comments about their child's progress that she uses to inform the planning of activities for each child.

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

Children's well-being is of high priority to the childminder. She is a kind and caring person to whom children relate well. Children have a strong sense of belonging because the childminder makes them feel like they are part of her family. She offers children a warm welcome into her home, and the close bonds they form with the childminder help them to feel secure in her care. Children feel valued by the childminder as she displays their artwork on the walls and talks proudly about their achievements. The childminder's clear settling-in procedure enhances their relationships, which is guided by parents' and children's individual needs. Children and parents visit the childminder's home prior to starting at the setting to support the child in becoming familiar with the environment. This is also an opportunity for the childminder to become familiar with children's individual

needs and capabilities through in-depth discussion with parents. This enables her to plan and provide care for the children effectively as soon as they start attending her setting. Consequently, children are happy, confident and settled in the childminder's care.

The childminder provides a welcoming, calm and child-friendly environment. Toys and resources are stored within reach and children are encouraged to make choices about their play. Young children enjoy rummaging around in the boxes to select their own items to explore. The childminder ensures children feel a sense of belonging because she provides them with a running commentary of the day, which means they know what is coming next in the flexible routine. Imaginatively created play spaces support children's play and interests. The childminder has created a magical garden space for children to explore with sparkly sand, colourful ribbons, wind chimes and large selection of natural resources. Children relish their time in this outdoor area and quickly become deeply absorbed in their play. The childminder is effective in helping children to be prepared for their eventual move onto school. For example, she enables them to be independent in making choices of their play materials and supports them to put their coats and shoes on and to manage their zips and buttons. The childminder arranges regular visits to the local children's centre to meet with others. She makes use of the resources on offer, often borrowing them to add to her wide selection at home. This means that she is providing children with new challenges and play opportunities, which keep them engaged and motivated to learn.

The childminder meets children's dietary needs well because she seeks information from their parents about any allergies or specific requirements. She informs parents of the types of meals she provides that are freshly prepared, varied and nutritious. The childminder keeps parents informed each day about how well their children have eaten. Children talk about their favourite snacks of grapes and mango, which shows they have a good understanding of healthy options. The childminder offers children regular drinks so they do not become thirsty. They all sit politely at the kitchen table for snacks and meals and demonstrate good manners, which are positively encouraged by the childminder. When children have finished they thank the childminder for their snack and ask to get down, which shows the high regard they have for her as their carer. Regular routines, such as hand washing before meals and after using the toilet, provide children with good opportunities to develop self-care skills. Children have daily access to the outdoors by playing in the garden or on various walks in the local community and parks. This help to support them in understanding the benefits of regular exercise. These opportunities provide experiences for children to learn about risks in their local environment and support them in taking calculated risks. For example, when climbing on play equipment and crossing roads. As a result, children are developing an understanding of the importance of keeping themselves safe.

Effective methods are in place to build on and support children's personal, social and emotional development. They follow simple 'house rules' and take part in a wide range of activities, which involve teamwork and cooperation. For example, during a story the childminder encourages each child to take a turn to pull the story prompt out of the story sack and share it with their friends. This supports their self-confidence and helps them to understand about waiting for their turn in a group. The childminder has implemented a number of behaviour strategies to support the children in her care to progress in their

personal and social development. She has sought advice from local professionals and has acted promptly on a number of their recommendations. She implements these consistently to ensure that children are clear on her expectations. However, on occasions children still struggle to manage their feelings and are unable to effectively communicate or resolve some conflicts for themselves. This is because when the childminder intervenes she tends to suggest a positive distraction rather than encourage the children to talk about their feelings and the issue, and learn to resolve it for themselves. Nevertheless, the kindness and respect she shows all the children is commendable and she has made significant progress in supporting their emotional well-being. This is evident in the progress they have made overall in their personal and social development.

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

The childminder effectively safeguards children because she has a secure knowledge of the possible signs of abuse and the procedures to follow should she have concerns about children in their care. She shares the safeguarding policy with parents so that they understand her role in protecting children from harm. Detailed, written risk assessments and daily checks promote children's safety both at home and in the community. This helps to minimise potential hazards so children are able to play and explore in a safe and secure environment. The childminder effectively maintains child and adult ratios and supervises children well supervised at all times. The childminder's policies and procedures underpin her activity with the children and she maintains all documentation to a very high standard.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She understands where all children are in their learning and she is able to teach them through her positive and encouraging interactions with them. The childminder plans activities that are interesting to the children because she links them to their interests. She organises her care so she is able to spend good amounts of time with each child and this promotes their learning. Monitoring of learning is robust and the childminder quickly identifies and plans for any gaps.

Self-evaluation is robust and accurately identifies the strengths and weaknesses of the service. The childminder evaluates her provision on a regular basis to support ongoing improvement. She has sought advice and support from the local authority and has implemented a number of new initiatives that monitor children's learning. This means that she has met all of the actions set at her previous inspection. Ongoing training and briefing events are also well attended and these have had a positive impact on the service she delivers. She involves parents and children in her evaluation. The childminder seeks parents input through questionnaires and daily discussions. She assesses children's enjoyment and learning in the activities and resources that she provides, as well as any changes she could make to enhance the activities further. Children are encouraged to look at photographs of previous activities to discuss which they enjoyed. As a result, the childminder is always reflecting upon her practice and the changes she can implement to support the children who attend her setting.

Children benefit from the effective partnerships the childminder has built with their parents. She ensures she shares information so she can meet children's individual needs to a high standard. Parents comment positively about the care their children receive from the childminder in the many cards and letters they have written to her. The childminder is very good at linking children's home lives with what they do in her care, and she involves children in discussions about themselves and their families. This supports children's sense of belonging and fosters strong links between the setting and home.

The childminder is aware of the importance of developing partnerships with other providers of the Early Years Foundation Stage who are involved with the children. She actively seeks advice and further support for children in her care with any additional needs. She attends a number of drop-in groups that specifically support language and communication in order to seek advice and further support. She works well with other professionals and provides them with accurate and pertinent information in order to promote a joint approach to supporting each child. This means that children are accessing the help and additional support they need. The childminder is well regarded by other professionals and has received recommendations from staff at the children's centre commending her on the attention she gives the children in her care. Overall, the childminder offers high levels of attention and support to the children in her care. They clearly enjoy her company and the good range of learning opportunities she provides. Children benefit immensely from the childminder's knowledgeable and positive interactions with them and this promotes their sense of well-being and belonging in her home.

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	EY246643
Local authority	Hampshire
Inspection number	963164
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	24/05/2013
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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Piccadilly Gate
Store St
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M1 2WD

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