

Inspection date	29/04/2014
Previous inspection date	27/06/2013

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

- Children's communication and language is promoted well. The childminder's positive interaction encourages all children's language development through a broad range of interesting and fun activities.
- Children are making good progress in line with their age and expected stage of development as the childminder has a good knowledge of each child and supports them well in their learning and development.
- Children thrive in an environment where their behaviour is effectively managed in a consistent manner, which enables them to gain an understanding of right and wrong.
- Children are happy and settled. The childminder has a good understanding of children's individual needs, successfully promoting children's emotional well-being.

It is not yet outstanding because

- Children have some choice about their meals but do not always have the opportunity to increase their independence by helping to set the table or being able to pour their own drinks.

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 childminder works with a co-childminder, both of whom were present during the inspection .
- The inspector took account of the views of parents and their comments through their written feedback.
- The inspector observed practice and held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at a selection of children's assessment records, documents and policies and procedures.

Inspector

Susan May

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband and their daughter in the Oakridge area of Basingstoke. The childminder's husband is also a registered childminder and they co-childmind together. The downstairs of the home is mainly used for childminding with access to the first floor for sleeping. The childminder is also registered to provide overnight care. There is a garden for outdoor play. The family have two rabbits, and two hedgehogs. The family have chickens kept on an allotment. The childminder is able to take and collect children from local schools and pre-schools. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She and her co-minder are currently caring for eight children in the early years age range. The childminder also cares for older children.

What the setting needs to do to improve further

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

- promote children's independence by providing them with opportunities to be more self-sufficient at mealtimes

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and provides a wide range of activities that catches children's interests and holds their attention. She has a good understanding of children's development and how they learn. Each child has an individual learning plan that takes into account their interests, their starting points and their recognised stage of development. Observations, assessments and photographs are included in children's records of development. These are dated to clearly show children's progress. Parents and others involved in the children's care are included in the shared learning as they share information from home, and schools. Consequently, children are provided with consistent care and learning opportunities to meet their individual needs. The childminder implements the progress check for two-year-old children, which highlights children's achievements and any areas where they may not be reaching expected targets. This is shared and discussed with parents so they can work together to move children's learning forward.

The childminder skilfully asks open-ended questions to increase children's language and communication skills as they play. This helps promote their thinking and vocabulary within the developmental milestone for their age. For example, the childminder encourages children to sound out the first letter of their names, while older children begin to recognise other letters and tell the childminder that 'G is the Grandad.' Children make marks as they

use pencils and crayons, and they recognise their own names as they self register on arrival at the childminders. Their names are written on artwork displayed around the home. Children have access to a range of interactive toys and enjoy pressing buttons to make lights and sounds. They access a range of toys and tools to use in their play that help them explore the environment. For example, they have magnifying glasses, cameras and outdoor tools to help them plant and grow vegetables in the childminder's allotment. They express their creativity as they complete art activities, using tools such as scissors and glue to create their own pictures. They are proud of their work and the childminder displays it attractively around the home so that children's self-esteem is fostered as they realise how much it is appreciated.

Children develop mathematical skills as they talk about how they are going to build a farm, whether it will be big or small and what animals they will put in it. Children begin to recognise letters and words as they share a book with the childminder. Children are enthralled by the story she tells them, they sit and listen attentively and eagerly anticipate what is going to happen next. When the story is finished they use their imagination to make a bridge out of cushions for the billy goats to walk over, use puppets as goats and choose a dinosaur to be the troll. Parents are encouraged to read with their children as the childminder has introduced a system where they can choose a book to take home and bring it back when it is finished. Very young children learn from watching the older children who are keen to help them. For example, showing them how to put balls in the tubes when the younger ones cannot manage on their own.

Children talk about similarities and differences as they draw pictures of themselves and display them in the playroom. They celebrate festivals important to them and have access to resources that promote positive images. Children find out about the natural world as they have rain suits so they can go out all weathers to explore the environment whether it is wet, snowy or dry. The childminder extends children's learning as they visit places of interest on trips both locally and further afield. Visits to parks where there is a range of different equipment helps develop their physical skills and extend the range of experiences they have access to. They regularly go for walks and collect older children from schools. This sense of familiarity and the links the childminder is promoting with other practitioners supports children's ongoing learning. As a result, the childminder provides support that helps build children's self-esteem and develop skills that will benefit the children as they eventually move on to school.

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

Children feel very secure with the childminder who takes care to ensure she obtains information from parents about likes and dislikes, and children's routines. She has a very good understanding of their individual needs and takes time to talk to each child so they feel they are special and valued. Young children respond to non-verbal and verbal communication as she uses gesture and facial expressions to help them understand what is expected of them and the routines of the day. A communications poster with everyday events and activities helps even the very youngest, or those who find it difficult to communicate, to express their needs. Children are comfortable with the childminder and

approach her for cuddles to enjoy close contact and quiet times, for example, when they are sleepy.

Children move purposefully around the home benefiting from indoor and outdoor activities and age-appropriate resources that promotes learning in all areas. They go outdoors each day for fresh air and exercise whatever the weather. The childminder and co-childminder work well together to support children in their play. The childminder understands that children need to try things for themselves as she recognises managing risks are part of the learning process. As a result, children gain in confidence and are eager to take on new challenges. Children begin to be aware of looking after themselves and staying safe. For example, the childminder explains to a young child what might happen if they wave around the fishing rod that has a hard magnet on the end, getting the child to feel the magnet so the child realises the impact it might have if it hit somebody.

Behaviour is very good with older children showing concern for the younger ones. For example, they are careful as they move around the younger ones who may not be as steady on their feet as the older children. The childminder helps children understand the difference between right and wrong as she and her co-minder work together provide a calm environment where behaviour management is consistently handled. She provides a good role model. Children develop self-care skills as they wash their hands before meals. Children are encouraged to eat healthily. They make some choices about what they want to eat. However, they are not consistently provided with opportunities for them to develop independence through helping lay the table or serving their own drinks. Mealtimes are a social occasion when children sit together and chat. This provides a good basis for future eating habits.

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

The childminding day is organised successfully as the childminder follows effective policies and procedures to help protect children's welfare and keep them safe. She demonstrates a good understanding of her role in protecting children should she have any concerns about a child in her care and has recently completed an advanced safeguarding course. Children are supervised at all times and never left unattended with persons not vetted. Times of children's attendance are recorded on a daily basis and clear procedures for visitors are in place. Parents have access to all policies and procedures and discuss them at initial visits to ensure they have clear expectations of her practices. Children move around and play safely in the home and remain secure on outings as thorough risk assessments identify and minimise possible hazards. All children's documentation; including the administration of medication, children's records and information about children's needs, interests and preferences, is professionally maintained, securely stored and includes required parental consents. Consequently, children's needs are identified and well met.

The childminder demonstrates a good commitment to improving her service as she works with her co-minder to complete a written assessment of their practices and to decide how they can be developed. The childminder talks to parents on a daily basis about their

children and parents have regular input into the learning journal. Parents are requested through questionnaires and parents' comment book to express their views and make suggestions on the care and learning experiences they would like their children to receive. Parents comment that children are excited by what happens at the childminders, the allotment and outings. They also state that children cannot wait to discuss what they have been doing throughout the day when they get home. The childminder has very good links with an early years adviser with whom she has been working to improve her practice. She is continually seeking out new training courses to update her knowledge and shares good practice with her co-childminder and other childminders. For example, she has attended an Early Years Foundation Stage plain speaking English course and a course on self-evaluation.

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	EY359775
Local authority	Hampshire
Inspection number	964964
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	27/06/2013
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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