

Inspection date	25/06/2014
Previous inspection date	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

- Children demonstrate they are happy and secure because they have developed harmonious relationships with the childminder. This underpins their positive, stimulating experience in the setting. Consequently they make good progress toward the early learning goals.
- Children develop confidence and enjoy their time with the childminder. She enables them to take part in a wide range of activities and play experiences, both inside and outside the setting.
- The childminder is committed to continuous improvement in the setting and to providing good care for all children.

It is not yet outstanding because

- Not every opportunity is taken to enhance children's learning through interactions
- such as counting during normal routines and activities.
- There is scope to work more closely with parents to share information about children's learning at home.

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 children at play with the childminder and her assistant.
- The inspector carried out a joint observation with the childminder.
- The inspector examined a selection of policies, procedures and children's development records.
- The inspector took account of comments from parent questionnaires.
- The inspector viewed and discussed the childminder's self-evaluation.

Inspector

ISP Inspection

Full report

Information about the setting

The childminder registered to care for children in 2014 and recently took on an assistant. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband and two adult children in a house in the Eastleigh area of Hampshire, close to local schools and shops. All areas of the property are used for childminding, except for two of the bedrooms. Toilet facilities are on the first floor, and there is an enclosed garden for outdoor play. The family has a dog. The childminder has a relevant childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's learning through interactions during daily routines and activities, for example, using counting more consistently
- strengthen information sharing to provide parents with ideas and activities they can share with their children at home to enhance their learning and development.

Inspection judgements

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

Children enjoy their time in the childminder's care, and are very happy and active learners. The childminder talks knowledgeably about the children she cares for and demonstrates a good understanding of how to support their learning and development. As a result, she provides an interesting environment in which children are enthusiastic and motivated to participate. For example, children show an interest in a butterfly in the garden and chase after it as it flies away, using nets provided by the childminder. The childminder and her assistant use open questions to encourage the children to think about the different colours and where butterflies come from. Consequently, children enjoy their learning and make good progress.

Children's starting points are collected through discussions with parents, completed information forms and the childminder's own early observations. The ongoing learning of children is captured through observations and records of progress, which are used effectively to plan for their next stages of development. As a result, children are making good progress towards the early learning goals in readiness for school. The childminder works closely with parents and shares ongoing information regarding children's progress and achievements by using verbal communications and a daily diary system.

The childminder promotes children's language development by encouraging them to listen to stories, which she then asks them questions about. During children's play, the childminder enthusiastically talks to children about what they are doing. For example, she asks children to describe what the gloop they are playing with feels like. Children tell her it is 'sticky.' She sensitively responds to their attempts at new words, modelling language and providing extra vocabulary. As a result, children's achievements are valued and the childminder supports their communication and language skills.

The childminder offers children a variety of experiences to explore their understanding of the world and creativity. For example, when children show an interest in coconuts, the childminder offers them valuable experiences to explore coconut shells, taste the milk inside the shell and use them to make music by banging the shells together. She promotes mathematical development by planning activities for children to construct with natural resources; she also uses mathematical language such as 'high' and 'big' to extend children's awareness of size. However, the childminder misses some opportunities to extend counting skills during every day interactions and activities.

The childminder takes care to build her relationships with other settings that children attend, to ensure they are working together to help children to reach the next stages of learning. She has actively engaged with the process for progress checks for children at age two, identifying children's progress in the prime areas. She ensures that parents are included in this process and is aware that other professionals are included, if there is a need, in order to ensure next steps are clearly identified to help children make good progress. These are then addressed in readiness for school.

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

Children quickly settle in the childminder's home, and demonstrate warm and caring relationships with her. They show confidence and security as they freely move around, selecting toys and resources. The childminder enthusiastically praises children for their achievements, big and small. For example, a child manages to pedal a trike independently for the first time and another child learns a new word. As a result, children have raised levels of self-esteem and feel valued.

The childminder is a good role model to children, demonstrating care and support for them. Younger children are held close as they drink their milk and older children are cuddled and supported when needed. Photos of the children carrying out different activities in the setting give children a sense of belonging. Children have opportunities to develop their social skills during outings to the local children's centre and the park. Daily outings help them to value the importance of being active and having fresh air. Children explore their own community. They visit the library and children's centre to help support their understanding of the world around them. These activities and the wide range of play materials, posters and books reflecting positive images of diversity help children to learn to respect people who are different from themselves.

The childminder gives clear messages about acceptable behaviour and intervenes

appropriately, for example supporting younger children to share resources. As a result, children of all ages are kind and caring towards each other, with older children actively supporting younger ones. Children are developing an age-appropriate awareness of safety and how to keep themselves safe. For example, children learn about road safety and not stroking animals when on outings without the owner giving permission.

The childminder supports children's good health and hygiene effectively. Children learn about health and hygiene through activities and daily routines. Children enjoy daily opportunities to spend time outdoors in the fresh air, which promotes their sense of well-being. Children receive a variety of healthy meals and snacks, which include fruit and vegetables each day. The childminder sensitively supports children's developing independence by encouraging them to feed themselves and gain independence with toileting. She reminds children to wash their hands after using the toilet and before eating. As a result they are learning good health and hygiene practices.

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

The childminder works extremely hard to create a setting that is welcoming, stimulating and safe. She has a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She is fully aware of the safeguarding and welfare requirements, and ensures her policies and procedures meet these requirements. The childminder has recently taken on an assistant and has put in place measures to ensure the assistant receives relevant training to also meet these requirements. Risk assessment is very rigorous and regular safety checks ensure children can move safely and freely in their environment. The premises are secure; safety gates are in place and the childminder supervises children at all times. As a result, children are safeguarded well.

The childminder demonstrates a good understanding of the key person system and will be allocating key children to the assistant once she has gained more experience. The childminder is keen to create, maintain and improve the setting so that it meets high standards and offers the best experience for children. She does this by evaluating the quality of her practice and provision, and by taking into account the views of children, parents and her assistant.

The childminder has a good understanding of her role in the monitoring of the delivery of educational programmes and of the continuous provision for children in the indoor and outdoor learning environments, in order to plan for all learning needs. The childminder monitors and tracks children's progress, ensuring they are making good progress towards the early learning goals. She ensures parents know about their children's day through verbal feedback and a daily record. Parental feedback demonstrates that relationships with parents are good. However, there is scope for the childminder to provide more information about learning and development activities, to help parents to extend children's learning at home. The childminder fully recognises the importance of developing relationships with other providers and professionals, to enable them to work in partnership for the benefit of the children. For example, the childminder has made links with the local pre-school and

this ensures children are fully supported in all stages of learning.

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	EY470837
Local authority	Hampshire
Inspection number	952642
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	6
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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