

Inspection date	03/07/2014
Previous inspection date	09/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children develop confidence and enjoy their time with the childminder. The childminder encourages them to take part in a range of activities and play experiences both indoors and outside the setting.
- Children feel safe and secure with the childminder, as arrangements for safeguarding children are robust.
- Children are happy and content. The childminder treats them with warmth and kindness, promoting their self-esteem and a good sense of belonging.

It is not yet good because

- The childminder's systems for observation, assessment and planning are not fully successful to plan challenging learning experiences for each child in all areas of learning.
- The childminder does not gain information from parents about their children's starting points for learning to support her planning for their next steps.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector held discussions with the childminder throughout the inspection at appropriate times.

Inspector

Alison Large

Full report

Information about the setting

The childminder registered in 1991. She lives with her two adult sons in a house in the Badger Farm area of Winchester in Hampshire. All areas of the ground floor are available for childminding with a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder currently has three early years age children on roll. She also cares for older children after school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen the programme for observation, assessment and planning by observing children to understand their level of achievement, interests and learning styles, and use this information to plan challenging learning experiences for each child in all areas of learning.

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

- gain information from parents about their children's starting points to support the planning process for children's individual 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 with the childminder as she shares with them the enjoyment of play, and consequently make appropriate progress in their learning and development. Observation, planning and assessment systems are not fully secure. The childminder produces a summary of children's progress and identifies next steps for learning through a tracking document. However, she does not complete regular observations to enable her to effectively track the children's progress in the different areas of learning. This means she is not secure in the level of progress children make in all areas, and is therefore not clear on their achievements and learning needs. As a result, she does not always plan targeted activities that meet children's individual learning needs. Therefore, although children enjoy the range of activities and the childminder's interaction, they do not consistently receive appropriate challenges and learning experiences that help them make good progress. For example, pre-school age children enjoy threading buttons; however, the childminder does not plan suitable activities for the younger children so they also engage in appropriate learning experiences. This means they frequently interrupt the older

children before the childminder finds some large building bricks to occupy them. The lack of planning also means the childminder does not cover all areas of learning equally. For example, children do not have frequent opportunities to explore and use resources, such as technological toys and mark making tools.

Children are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. The childminder gets down on floor level to play with young children and she interacts with them supportively. This helps to engage children in their play as they confidently select and explore the available resources. The childminder supports children's vocabulary through her positive interaction. She makes good use of opportunities to help children develop their language by reinforcing words and providing alternatives to extend children's vocabulary. They have good discussions about the names of the different dinosaurs when completing a dinosaur puzzle. The childminder consolidates children's learning by finding a dinosaur book to look up the names of the ones they do not know.

Children's mathematical skills are appropriately developing. They learn to count confidently during their play, for example, the childminder encourages them as they count the puzzle pieces and the spots on the dice and domino cards. She supports younger children by counting with them so they develop an understanding of numbers.

Parents sign a wide range of agreements when their children first start with the childminder and provide information about children's care needs and routines. However, the childminder does not find out details about children's current learning needs and starting points. This has an impact on how and what she plans for their next steps, to promote children's progress in their learning and development. The childminder has an understanding of how to implement the progress check for two-year-old children and share this with parents. She builds good relationships with parents and regularly shares information about children's progress with them.

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

Children feel very safe and secure with the childminder. The childminder discusses their individual needs with parents to enable her to meet their children's care needs well. The childminder makes sure there is a safe and welcoming environment for children, ensuring they are all included and supported. Children engage in a range of indoor and outside activities. They develop independence as they select their activities from a good range of resources. Daily routines provide plenty of opportunities for them to play and learn in a variety of ways, for example, at a toddler group, or going for walks in the local area. They develop good physical skills as they climb and run around, moving freely to develop their large motor skills. They access the outdoors in all weathers to have regular fresh air and exercise. This also helps them learn more about the local environment and world around them.

The childminder promotes children's safety effectively, with good systems in place to ensure the home remains secure at all times. The childminder supports the children's

individual needs and is aware of any particular dietary requirements. This helps ensure children eat healthy and nutritious snacks and meals in line with their parents' wishes. She also makes sure drinks are readily available throughout the day to keep the children hydrated. Children learn about keeping healthy. The childminder talks to them about germs and why they need to wash their hands before eating or after using the toilet. The childminder teaches them how to wipe their noses and dispose of the tissue to help reduce the risk of spreading germs and illness. The childminder has effective systems in place to manage children's behaviour and help them learn about being kind to each other and sharing and taking turns. Therefore, children's behaviour is good; they understand routines and respond to clear and consistent directions from the childminder. Children receive praise and encouragement throughout the day, which helps them develop a sense of belonging.

The childminder works closely with parents to prepare the children for going to school. She supports children well as they develop their independence and gain the skills needed to be ready to move on; this helps to ensure all the children have a successful transition to school when the time comes.

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

The educational programme provides children with appropriate activities and experiences to help them make satisfactory progress in their learning and development. However, planning, observation and assessment are not fully effective to cover the seven areas of learning and provide suitable challenges based on children's learning needs. Children feel safe and secure with the childminder and arrangements for safeguarding them are good. The childminder always supervises children well so they are safe in their play. She and other household members have the necessary checks to determine their suitability. The childminder is secure in her duty to safeguard the children in her care. She has a clear understanding of child protection issues and is aware of her role and responsibilities to protect children from harm. Self-evaluation systems adequately support the childminder to reflect on her practice and identify areas to develop, for example further training courses to update her knowledge. There is a comprehensive range of policies and procedures in place to protect the children. The childminder carries out thorough risk assessments throughout the home and for outings.

Overall, the childminder has a good partnership with parents; she keeps them informed about their children's routines and activities at the end of the day or via email. She displays information for them about her registration, insurance and her first aid training. She shares some information about their children's learning to enable parents to carry on the learning at home. The childminder links up with other early years settings children attend to share information about children's learning to ensure continuity of care.

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	111996
Local authority	Hampshire
Inspection number	813418
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	09/11/2009
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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