

Inspection date	15/07/2014
Previous inspection date	07/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's positive interactions and sound teaching techniques show her good understanding of how to engage children and promote their good progress.
- The environment in the childminder's home is warm, welcoming and meets the needs of the children in her care.
- Children are very happy and settled in the childminder's care and they are learning to play cooperatively.
- Children move around confidently and safely as they choose toys and where they want to play.

It is not yet outstanding because

- Parents' views are warmly welcomed, however, the childminder does not take all opportunities to share information, so parents are more involved with children's learning and encouraged to support their learning at home.
- Children's understanding of good hygiene practices is not always supported as well as it could be.

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 registered in 2007. She lives with her partner and two children in Blackwater, Hampshire, close to shops, parks, schools and public transport links. The ground floor of the home is available to children for play, with toilet and sleeping facilities on the first floor. There is a garden available for outside play. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children aged from the end of the early years age range up to eleven years. The childminder walks to local schools and pre-schools to take and collect children. She attends the local parent/toddler group. There are currently four children on roll, all of which are in the early years age range.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to contribute more information about what children do at home, and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning

- consistently promote children's understanding of good hygiene during spontaneous opportunities and routines.

Inspection judgements

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

The childminder has a strong understanding of the Early Years Foundation Stage. Teaching and learning are good, and the childminder uses her knowledge and skills to promote children's good progress effectively. Meetings are arranged regularly to ensure parents are kept up to date with their child's progress and to also ensure continuity of care and learning. Through these strategies, any gaps in children's learning are quickly identified and appropriate support gained. The childminder also shares ideas of how parents can support learning at home. Each child has a learning journey, which is shared with parents, and it provides both written and photographic details of what activities the children carry out within the childminder's home. Daily discussions with parents also supports this ongoing learning and therefore, as a result, the childminder plans activities to meet the needs of the individual children. The childminder assesses children upon entry and routinely until they leave the setting. However, at present opportunities to use parents' knowledge regarding what their children learn at home is not embedded fully enough to make sure that children benefit from a highly effective shared approach. The

childminder evaluates and undertakes regular assessments of the children. The childminder has effective systems in place to complete the progress check for children aged between two and three years when appropriate.

The childminder places a high focus on ensuring children access all of the seven areas of learning. The childminder's positive interactions and sound teaching techniques show her good understanding of how to engage children. The childminder constantly talks to the children about their routine and the activities that they take part in. The children thoroughly enjoy the stories the childminder reads to them. She is very skilful in bringing stories alive by using a variety of different voices and tones, which add to the children's enjoyment. She uses opportunities to extend language by asking open-ended questions and by asking children to retell the story in their own words. Consequently, all children make good progress in communication and language and develop the key skills they need for the next stage of their learning and the eventual move on to school.

The environment in the childminder's home is warm, welcoming and meets the needs of the children in her care. A wide variety of toys which promote progress in all seven areas of learning can be easily accessed by children. As a result, children can confidently self-select resources and experiment freely. There is a good balance of adult-planned and child-initiated play. During adult-led activities, the childminder knows when to engage with the child and when it is appropriate to observe what is taking place. For example, she enables a child to explore dough at his own pace before providing expressive words, such as 'sticky' 'stretchy' and 'sparkles'. She encourages children to make a model of an animal of their choosing and provides additional resources for them to experiment with. One child chooses to make a giraffe. He selects a pipe cleaner for the neck and then moulds the rest of the body out of dough. The child's finer movements and hand to eye coordination is promoted as he carefully moulds each piece. The childminder constantly talks to the child, getting down to their level and providing opportunities for them to respond with their own ideas. The childminder makes good use of the local park and play areas which helps children to mix in larger groups and develop social skills.

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

Children play in a warm, welcoming and comfortable home. They move around confidently and safely as they choose their toys and where they would like to play. There are cosy areas with soft furnishings and books to enable children to rest and sit quietly and comfortably. This enhances children's interest in stories, books and reading successfully, which promotes their language and literacy skills well. Children learn how to keep themselves safe. For example, when children help to make dough, they know that the childminder will add the boiled water for them. They know that they need to wait for the mixture to cool down before they can use it. Children get plenty of fresh air and exercise as outdoor play is built into their daily routines. Parents provide their children with foods that are healthy and follow the childminder's healthy eating ethos. The childminder supports children's growing independence and personal needs well, as she facilitates potty training and encourages them to wash and dry their own hands before eating. However, the childminder does not consistently role model good hygiene practices to children. For

example, she does not wash or cleanse her hands after helping children to wipe their nose. This does not fully support them in their understanding of good hygiene routines and keeping themselves healthy.

The childminder manages children's behaviour in a positive and calm manner. She uses effective distraction techniques, gets down to the children's level and gives clear explanations. This helps them to understand about the consequences of their actions. The childminder also encourages children to learn the importance of sharing and taking turns. Children are very happy and settled in the childminder's care and they are learning to play cooperatively. All of these skills will help children to feel confident when they move on to other settings. Children have clearly formed close bonds with her as they cuddle in close and chat; they are very much treated as part of the family. Children are supported well during settling-in periods as she gives them sufficient time to cope within a new environment. The childminder also exchanges relevant information with carers and parents, to ensure that she has a good understanding of children's individual needs and developmental starting points. This supports their emotional well-being very well.

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

The childminder demonstrates a good knowledge of how to safeguard children in her care and knows the procedures to follow if she has any concerns. The childminder fully understands the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of written policies and procedures helps her to implement these requirements successfully on a daily basis. For example, appropriate documentation is in place to record children's accidents and incidents. In addition to this, the childminder completes risk assessments for the indoor and outdoor environments to minimise hazards to ensure children are safe and secure. All records are well organised and relevant parental permissions are in place to ensure children are well cared for by the childminder.

The childminder has attended relevant training in safeguarding and first aid to promote children's health and safety. The childminder monitors and evaluates the educational programmes to ensure that all areas of learning are covered through fun and enjoyable activities for children. Self-evaluation is effective as the childminder regularly reflects on her daily practice and strives for continuous improvement. She can clearly identify her strengths and areas for future development to enhance opportunities for children. The childminder is committed to her own professional development by identifying her training needs. Since her last inspection, she has successfully gained a level 3 childcare qualification to increase her skills, knowledge and understanding. All of the recommendations set at the last inspection have been successfully met.

There are good partnerships with parents as the childminder works closely with them to ensure there is a shared approach to support children and their individual needs. Parents make comments, such as 'I have been extremely happy with the care my child has received and the great progress made whilst in the childminder's care'. The childminder has established effective links with other early years providers to support consistency and

continuity in children's care and education. The childminder understands the importance of working with other professionals to further support children in their learning and development.

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	EY363849
Local authority	Hampshire
Inspection number	844241
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	07/07/2009
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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