

Inspection date	23/07/2014
Previous inspection date	07/11/2008

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 provides a welcoming environment where children are settled, safe and secure.
- Children make good progress in their learning because the childminder knows them well and provides interesting activities they enjoy.
- The childminder develops positive relationships with parents and regularly exchanges information with them. This helps her meet children's individual needs well and keep parents well informed.
- The childminder promotes children's communication and creative skills well through relaxed conversations and joining in with their play.

It is not yet outstanding because

- The childminder does not have many resources to help children to investigate and fully explore the natural world as they play.
- The childminder does not always fully extend children's imaginative play by incorporating purposeful reasons to use and become familiar with words, numbers and counting.

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 during the inspection.
- The inspector sampled children's assessment records, regulatory documentation, policies and procedures.
- The inspector looked at feedback from parents and the local authority and the childminder's self-evaluation form.

Inspector

Marilyn Joy

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and three school-age children. They live in a three storey house in Andover, Hampshire. All areas of the home are registered for childminding. Generally, childminding takes place on the ground and first floor, although additional sleeping facilities are available on the second floor. There are toilet facilities on each floor. There is an enclosed garden for outside play. This is on two levels. The childminder walks to local schools and pre-schools to take and collect children. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll. This includes five children in the early years age group, of these one is at school. The childminder also cares for older school-age children. The childminder has an early years 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:

- extend opportunities for children to learn about the world around them and investigate the natural world
- develop further opportunities for children to see and use words, letters and numbers during their imaginative and creative play, particularly outdoors.

Inspection judgements

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

Children experience a broad range of activities with the childminder and benefit from skilful teaching. Consequently, they achieve well and develop the skills they need for future learning. The childminder is fully involved in children's play. She successfully encouraged children's imaginative play as they pretended to have a picnic. The childminder responds well to children's enthusiasm and encourages them to talk about what they are doing. The childminder reinforces younger children's attempts at speech and models conversations. She extends older children by modelling clear speech and expanding on what they say. They talked about the texture of the cooked spaghetti they played with and about what it felt like. The childminder showed children how to rotate the fork to help them pick up the spaghetti. This helped children develop their hand-to-eye coordination as they attempted to copy the childminder. However, the childminder does not always take full advantage of children's play to extend their learning fully in all areas. For example, during role-play outside the childminder did not introduce meaningful reasons for making marks and counting, such as creating a list of what they needed for

the picnic. Indoors, the childminder displays children's pictures and posters. This helps children become familiar with letters and numbers. There is a height chart in the hall and children proudly pointed to their name to indicate how tall they are. This also introduces children to the concept of measure.

The childminder has developed her garden well since the last inspection with exciting areas to play. There is a mud kitchen set out imaginatively with resources for weighing ingredients and making mud pies. The childminder teaches children about life cycles through growing plants and when reading stories. However, the childminder does not have many resources to encourage scientific exploration, such as magnifying glasses to examine natural objects more closely. Children have many opportunities to explore different media and craft materials. They paint and explore foam with their hands. Brushes and water are always available in the garden for children to help themselves. Children enjoy painting the paving stones and watching it dry in the sun. Overall, the childminder successfully encourages children's learning in all areas. She regularly takes them on outings. This helps children learn about their local community and socialise with others. They choose books from the library and attend pre-school groups together. Children progress well because the childminder challenges them and they enjoy their play.

The childminder observes children continuously and carefully monitors their progression. Each child has their own learning journal with photographs and written observations tracking their progression. In addition to the daily diary, this provides parents with plenty of information about their child and the good progress they make. The childminder involves parents continuously. Consequently, they work in partnership to support children's learning at home and in the setting. The childminder completes the required progress checks for two-year-old children. She liaises with parents and other professionals when children need additional support. Overall, children thrive in the nurturing and happy environment the childminder provides.

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

Children flourish in the childminder's care because they feel confident and secure. Children have fun and thoroughly enjoy the childminder's involvement in their play. Overall, the childminder has a good range of resources and uses them well. Consequently, the childminder promotes children's all-round development, indoors and outdoors. Many resources are stored in at low level, which encourages children to make independent choices and manage tasks for themselves. Children clearly demonstrate their skills with this as they talk about wanting a doll and the play food, then promptly find them in a drawer. The childminder teaches children about health and hygiene, which is good preparation for pre-school and school. Children learn to wash their hands thoroughly at appropriate times and manage their own personal care. The childminder talks to children about healthy foods and encourages them to play outdoors daily. The childminder helps children develop their physical skills well. She takes them to a weekly group where they use a variety of equipment and use their bodies in different ways.

The childminder is a positive role model to the children. She provides a calm and caring

atmosphere where they are valued as individuals. She displays examples of their work and photographs of their experiences. Children eagerly point out photographs of themselves, their friends and their pictures. The childminder encourages children to be kind to one another and share the toys. She reminds children to be careful when using scissors. Children respond well to the caring support they receive and behave well. They know what the childminder expects because of the clear and consistent boundaries set. The childminder prepares children well for the next stage in their learning. They are interested, motivated and eager to learn.

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

The childminder is well organised. She has a clear understanding of the Early Years Foundation Stage and of how children learn. She meets all the regulatory requirements and provides challenging activities that children enjoy. The childminder has a sound understanding of child protection issues and knows what to do if she has concerns about a child in her care. This helps to protect children's welfare. The childminder's home is safe and secure. The childminder uses safety gates effectively to prevent children falling down stairs and ensure they only play in areas she is supervising.

The childminder is keen to provide high-quality care. She has maintained continuous improvement and addressed the recommendations raised at the last inspection. For example, she has promoted children's safety by fitting safety catches to cupboard doors to prevent children accessing hazardous substances. The childminder has improved her knowledge and understanding of the learning and development requirements. This helped her introduce effective arrangements for monitoring children's learning and planning their progression. Children make good progress in their learning because of the improvements made. The childminder is continuing to evaluate her practice and identify areas for further development. For example, she has plans to extend her range of dressing-up clothes and sensory items for younger children to explore. The childminder receives support from the local authority and responds positively to the feedback she receives.

The childminder works successfully with parents to help children settle and enjoy their time with her. Parents are extremely complimentary about the childminder and the care their children receive. The childminder communicates well with parents and has good processes for exchanging information. For example, the childminder completes a daily diary so that she keeps parents fully informed about their child's routines and activities. In addition, the childminder speaks with parents daily and provides them with reports about their child's progression. Consequently, parents are well informed and fully involved in all aspects of children's care and learning. The childminder also works in partnership with other professionals and settings children attend so they receive continuity in their care and 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	EY278450
Local authority	Hampshire
Inspection number	843596
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	07/11/2008
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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