

Inspection date	11/08/2014
Previous inspection date	03/12/2008

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		2
The contribution of the early years provision to the well-being of children		3
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

- The childminder is experienced, she has a secure knowledge and understanding of how children learn and develop.
- Children clearly enjoy the time they spend with the childminder and are emotionally secure with her.
- Children learn to be independent and manage their self-care.

It is not yet good because

- The childminder does not have an up-to-date paediatric first aid certificate.
- There is scope to enhance parental involvement in their children's learning and development and strengthen communication links further, to increase opportunities for them to share what they know about their child's progress at home.
- The environment is not consistently rich in print, signs, labels and symbols to help young children develop skills and interest in the meaning of words and numbers.

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 2005. She lives with her husband and two young children in Bordon, 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 within this area. 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 to 11 years. The childminder walks or drives to local schools and pre-schools to take and collect children. She attends the local parent/toddler group. There are currently six children on roll, one of which is in the early years age range.

What the setting needs to do to improve further

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

- complete a local authority approved paediatric first aid course

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

- increase the opportunities for all parents to share information in relation to their child's learning at home, to inform future planning and fully extend children's learning
- develop the learning environment by making it rich in print, signs, labels and symbols to help young children gain skills and interest in the meaning of words and numbers.

Inspection judgements

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

The childminder is experienced, she has a secure knowledge and understanding of how children learn and develop. As a result, the quality of teaching is good and supports children's learning effectively. The childminder listens attentively to what children have to say and encourages them to make independent choices. For example, children move freely between the indoor and outdoor environment, accessing resources independently. Her interaction and ability to respond sensitively to children, means that communication and language is supported well in her provision. Children enjoy playing with large chalks

outside, using them to practise their early mark making skills. They play cooperatively together and older children teach younger children how to use equipment safely such as the see-saw. This promotes children's personal, social and emotional development, and they start to learn skills and attitudes to prepare them for their future learning at school. As a result, children make good progress in their learning and development. Well-maintained resources provide children with interest and challenge. However, there is no labelling on the storage boxes to help children know what is available to them. Although there is a good range of books available to children, there are fewer examples of letters and numbers in the play environment to help children see them used in context.

The childminder is very knowledgeable about each child's development and personal characteristics. She compiles individual books that contain a wide variety of annotated photographs of children engaging in many activities. She regularly shares these with parents, so they receive information about their children's progress. The childminder makes regular observations and assessments of children's progress, linking them to specific areas of learning. Along with the children's interests, she uses this knowledge to plan future activities to target gaps in children's learning. The childminder has a good understanding of how she will complete the progress check for two-year-old children in a timely manner. This will ensure that if necessary, she can obtain early intervention for children's needs. Consequently, the childminder supports children well, so that they make good progress in their learning and development.

The childminder encourages parents to share information about their child in a variety of ways, to ensure they are actively involved in their child's learning and development. Parents complete important information about their child upon entry, this ensures children's individual needs are known and used to plan future activities. The childminder involves parents in their children's learning by sharing details of their development. She also encourages parents to view the children's personal learning journeys, so that they receive information about recent activities. However, there is more scope to encourage parents to share their observations of what they see their children achieving at home. This will help parents to be more involved in their child's learning at home.

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

Children clearly enjoy the time they spend with the childminder. She knows the children very well and has a warm and welcoming approach. As a result, children are emotionally secure with the childminder. She gathers good information from parents about their child to ensure she meets the care needs of all the children. This helps children to settle easily. There is a wide range of resources, stored in low-level units, so that children can reach them. The garden offers a wealth of learning opportunities. For example, children have lots of fun practising skills of pedalling wheeled vehicles, climbing, sliding and using the see-saw. Children learn about the natural environment. For example, they learn where eggs come from through watching the childminder collect the eggs from the hen house. They watch the butterflies settle on the flowers and study how they fly off into the sky.

The childminder has a clear set of house rules, which she communicates positively to

children through gentle reminders and reinforcement. The childminder promotes healthy lifestyles with the children in her care. She provides a menu of healthy, nutritious snacks and meals. Children learn to be independent and manage their self-care. The childminder appropriately supports them to learn how to use the potty and of the importance of washing their hands. As a result, children develop healthy habits. The childminder takes younger children to collect older children from local schools and nurseries. She talks to them about the routines of the school day. This helps them know what to expect. Therefore, children receive good preparation for their move on to school. The childminder frequently takes children out on visits to various places. The childminder reminds them about holding hands and staying close by. She talks to them about road safety. Consequently, children are learning how to keep themselves safe.

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

The childminder has a satisfactory knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. A suitable range of written policies and procedures supports this. For example, the safeguarding policy contains information regarding the use of mobile telephones and cameras. The childminder has recently refreshed her safeguarding training. She clearly knows the signs and symptoms that would cause her concern about a child in her care and how to make a referral.

Documentation is well organised and readily available for inspection. The childminder has completed self-evaluation to enable her to reflect on ways to improve the service that she provides. She has considered her strengths and areas of practice that she would like to develop further. She is committed to attending training to support her achievement of this. This shows that she has a commitment to her own continuous professional development, in order to improve learning opportunities for children. However, she has allowed her first aid qualification to lapse and as a result, she is not meeting a legal requirement. She understands that she must complete an appropriate paediatric first aid course and has completed a short on-line course as an interim measure.

The childminder has a sound awareness of working with other professionals in order to help children progress. The childminder has also developed generally good relationships with parents. She provides daily information about children's care and routines, making good use of technology to share pictures and information with those parents who are working. Parents recommend her service to others and comment that they are pleased with the progress their children are making. Some children have been attending the setting for many years and feel that they are part of the family. This demonstrates that children are happy to attend and enjoy the time that they spend with the childminder.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- complete a local authority approved paediatric first aid course (compulsory part of the Childcare Register)
- complete a local authority approved paediatric first aid course (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY305479
Local authority	Hampshire
Inspection number	814919
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	03/12/2008
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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