

Inspection date	27/08/2014
Previous inspection date	15/04/2009

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

- Children thoroughly enjoy their time with the childminder.
- The caring, supportive and nurturing environment ensures all children feel valued, safe and secure.
- Children behave well and they are courteous and show respect in all they say and do.
- Children's self-esteem is extremely high as the childminder continually praises their efforts and achievements.

It is not yet outstanding because

- The childminder warmly welcomes pParents' views are warmly welcomed, however, there is scope to extend opportunities to share information. This helps, so that parents are to be more involved with children's learning and encouraged to support their learning at home.
- Partnerships with other early years settings which children also attend are not all securely in place. As a result, continuity of care is not consistent for all children.

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 2008. She lives with her family, in a semi-detached house in Farnborough, Hampshire. The home is near to local schools, parks and within walking distance of Farnborough town centre. 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 to 11 years. The childminder walks to local schools and pre-schools to take and collect children. She attends the local parent/toddler groups. There are currently five children on roll, three of which whom 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 to share this knowledge to plan together and think through ideas of how to move children even further forward in their learning
- strengthen continuity in children's care and learning by sharing learning priorities with other early years provisions that children attend.

Inspection judgements

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

The childminder asks parents to provide information about their child's starting points, likes and dislikes, when their child first starts at the setting. She uses this information effectively to plan activities that support children's next steps in their learning. Parents know how their child is progressing towards the early learning goals, through regular discussions and the through looking at their child's development and assessment records. Children's development records also include pictorial examples of what activities the children enjoy taking part in. 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 and will also help to promote children's learning more effectively. There is an effective system in place for the childminder to complete the progress check for two-year-old children, which takes place for children between the age of two and three years, in partnership with parents. The childminder knows to focus on the prime areas of learning. She understands the

importance of early identification of specific needs and that early intervention is necessary to help narrow any identified gaps in children's achievement.

Children thoroughly enjoy their time with the childminder. For example, they have lots of fun playing with dried pasta as they count each piece they place in individual bowls. The childminder enhances their learning and fun through introducing a set of kitchen scales. She asks a lots of open ended questions and allows children to think about their responses. She asks questions such as 'how many pieces of pasta do you think you will need to add to make the dial reach number five?'. This helps children to engage in learning which is effectively because they are learning through taking part in activities which are helping them to make links between numbers, volumes and weight. The childminder then encourages children to use the pasta during a role play activity. Children pretend to feed the pasta to their teddies and dolls and there is a lots of wonderful conversation taking place. This helps to promote children's communication and language skills well. One child decides to read a story book and is able to describe the storyline through looking at the pictures. As a result, children are beginning to make links with words and pictures from an early age. Children self-select drawing paper and resources for mark making which help them to, they are learning pencil control and developing hand-and-eye coordination. through fun activities.

Children are working comfortably within the typical range of development expected for their age, taking into account their starting points. They are clearly acquiring the skills, they need to be ready for the next stage of their learning and starting school. The quality of teaching is good overall. The childminder knows individual children well, such as their interests, capabilities and learning styles. She effectively tailors activities to meet the individual needs and interests of children, enabling her to promote their development in all seven areas of learning.

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

Children benefit from a welcoming, well organised and clean environment. The childminder supports and nurtures children's emotional well-being when they move between their home and the setting. This is through thoughtful planning which prepares children well. Children benefit from secure attachments with the childminder which provides a good foundations for their general well-being and developing independence. The caring, supportive and nurturing environment ensures all children feel valued, safe and secure. Consequently, children demonstrate a very strong sense of belonging as they move purposefully around, making informed choices about how and where they spend their time. Care needs and routines are fully discussed and agreed with parents right from the start and on an on-going basis. As a result, children settle quickly and benefit from consistent care that meets their individual needs.

Children's self-esteem is extremely high as the childminder continually praises their efforts and achievements. The childminder displays children's artwork which gives them a sense of pride. As a result, she promotes their emotional well-being is promoted very well and their confidence and self-esteem are further developed. The childminder sets clear

behaviour expectations, enabling children to manage their feelings and behaviour. As a result, children behave well and they are courteous and show respect in all they say and do. They are learning how to share and take turns as they play games such as 'snakes and ladders' together. Children are learning to live healthily and their daily routine ensures there is plenty of exercise. They enjoy playing outdoors in the fresh air, making use of the well resourced garden, local parks and activity groups. Inside, the childminder organises a good range of age-appropriate play resources in her home. The childminder She supports younger children to develop their independence skills and begin to manage their own personal needs by encouraging children them to wash their hands before snack time. The childminder provides food and drink for children according to their individual dietary requirements. Meals and snacks are healthy, such as, sandwiches, fresh fruit, yogurts and water to drink.

The childminder teaches children how to look after themselves. She reminds them about how to play safely, such as putting away toys so they do not trip over. Resources, such as play figures and books, help children to learn to value and appreciate the similarities and differences between themselves and others. The childminder fosters children's personal, social and emotional development particularly well. This promotes children's confidence and their enthusiasm for learning, which helps ensure children prepare for their move into nursery or school.

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

The childminder has a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She implements effective risk assessments, policies and procedures, so that she keeps children safe. The childminder has a good understanding of her role and responsibilities in protecting children from possible harm. She clearly knows the signs and symptoms that would cause her concern about a child and knows who she should refer this information to. The childminder also promotes children well-being through completing relevant training, which includes, safeguarding, first aid and food safety.

The childminder is keen to maintain a good quality of care for children. She is committed to develop her own professional development in order to improve learning opportunities for children. The childminder attends a number of training events and has completed a level 3 qualification in childcare since her last inspection. This has a positive effective and her knowledge and understanding of how to support children's ongoing learning and development is good. The childminder successfully monitors the educational programmes, which she provides. She tracks children's progress to ensure her teaching practice is effective. This allows the childminder to see how children develop over time and helps her to identify gaps in a timely manner. The childminder uses reflective practice to ensure her provision consistently strives to improve. For example, she has made progress since the last inspection by reviewing her documentation and assessment procedures, which to make sure they are effective and readily available for inspection. This means that children

are now making good progress in their learning and development. The childminder evaluates her practice through asking parents and children about their views on her provision.

Parents provide positive feedback regarding children's care, learning and their experiences with the childminder in questionnaires and children's assessment records. Parents state that they are very happy with the care, which she offers and appreciate the assessments she completes on their children. The childminder provides parents with detailed information about the service she provides. She informs them through the use of daily diaries and conversations about their child's day which promotes continuity of care well. However, the childminder however, has not thought about sharing children's development summaries and targets with other settings providers that they also attend. As a result, she does not fully support children's learning and development to ensure that all children receive appropriate interventions and support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY376900
Local authority	Hampshire
Inspection number	815708
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	15/04/2009
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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