

Inspection date	26/08/2014
Previous inspection date	16/02/2011

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 are welcomed into a warm, friendly home where they are valued and included.
- The indoor environment provides children with very good opportunities to choose their play materials and follow their individual learning styles.
- Children develop confidence and enjoy their time with the childminder, who encourages them to take part in a wide range of activities and play experiences.
- The childminder has very good relationships with parents; meaning they work well together, sharing information that supports their children's learning.

It is not yet outstanding because

- The outside play area does not provide children with a full range of resources and experiences at all times to support learning in all areas.

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 looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor learning environment.
- The inspector also took account of the written comments of parents.

Inspector

Alison Large

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and three adult children in the Netley Abbey area of Hampshire. The childminder uses the ground floor of the home for childminding, with sleeping facilities on the first floor. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for three children in the early years age group on a part time basis. The family has a cat, a dog, some turtles and indoor fish.

What the setting needs to do to improve further

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

- develop the outdoor space to give children a fuller range of activities, which support all areas of their 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 gets to know each child and meets their individual needs well. The childminder provides valuable support and interaction during activities, which enables children to make good progress. She is skilled at knowing when to play alongside children, and when to allow them to develop relationships with each other and solve problems. The childminder demonstrates a secure understanding of how children learn by providing a stimulating, bright and well-organised environment. She supports them to make their own choices and to play freely. Children look forward to their time with the childminder. She uses very good teaching methods as she sits at children's level, uses eye contact, and listens and responds to what they say and uses open questions. Children's language is developing well because the childminder encourages them to speak and communicate. Her questioning and discussion helps to challenge children's thinking and they enjoy the many activities provided. For example, they talked excitedly to the childminder when playing with the fruit and vegetable paints they made. The childminder encouraged them to talk about and explore the different tastes, and identify which they preferred; strawberry, carrot or broccoli. They made handprints, where the childminder used language, such as bigger and smaller to help children learn about different mathematical concepts. Children enjoy regular outdoor play to be physically active. However, the childminder does not provide a wider range of resources and experiences to support their learning in all areas when outdoors, for example, imaginative and role-play opportunities.

The childminder uses an online system to record observations and assessments of each

child's progress and identify the next steps in their learning. These learning journals show the progress children are making in each area of learning through planned activities and those they initiate themselves. The childminder uses this assessment system well to monitor children's progress effectively.

The childminder has very good relationships with parents. Parents sign a wide range of agreements when their children first start with the childminder, as well as providing information on their children's needs and development. This means the childminder knows each child's starting points when they join her so she can plan for their next steps and help them make good progress in their learning and development. The childminder keeps parents fully informed about their children's learning and development through daily sharing of information and the children's online progress records. The childminder has completed the progress check for two-year-old children, and has shared it with the parents so they are aware of their children's learning needs.

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

The childminder provides a safe and welcoming environment for children, ensuring they are all included and supported. Children establish very good relationships with the childminder, who encourages them to be independent. This means children are confident and actively seek out the childminder's attention, whether to play games or to cuddle up together to read a story. This positively supports children's personal, social and emotional development. Children develop independence as they select activities from a good range of resources. Daily routines ensure they have plenty of opportunities to play and learn in a variety of ways, for example, role-play in the under stairs 'house', playing in the garden, or going for walks in the local area.

The childminder makes sure children feel safe and secure; she promotes children's safety effectively and good systems are in place to ensure the home remains secure at all times. The childminder teaches children to keep safe as they regularly practise the emergency evacuation procedure and talk about road safety when out walking.

The childminder has very good systems in place for managing children's behaviour. Children behave well and learn to share with others. The childminder encourages them to be polite and kind to each other. She supports them in learning to share toys and to help the younger ones to find particular toys, so they learn to play cooperatively.

The childminder teaches children about keeping healthy as she explains about why they need to wash their hands after messy play or before eating. Parents provide their child with healthy and nutritious lunches and the childminder is aware of any special dietary requirements the children might have. Children are able to access the outdoors in most weathers to have regular fresh air and exercise. They enjoy playing in the garden and develop their physical skills using resources, such as balls, and sit and ride on toys.

Effective systems are in place to ensure children have a smooth move to other early years settings or to school. The childminder helps prepare children for their move to school by

developing independence skills in their personal care and recognising their written name; this ensures a smooth transfer, consistency of care and learning expectations, and reassurance for each child. She welcomes all children into the setting and ensures their safety and well-being is a priority.

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

The childminder provides children with a welcoming environment where they feel safe and secure, and she promotes their emotional well-being. The childminder is committed to continual improvement in the setting and to providing very good care. She has a good understanding of the learning and development requirements to help children make good progress towards the early learning goals. The childminder is proactive in keeping her skills updated, which benefits the children she cares for. She promotes children's welfare and arrangements to safeguard children are very good. The childminder supervises children at all times. Her robust safeguarding systems mean she has a very good understanding of the procedures to follow if she has any child protection concerns, and she is clear of her role and responsibilities to report any concerns. The childminder also safeguards children's welfare by keeping and maintaining necessary documentation, such as accident and medication records. She ensures appropriate checks for other household members confirm their suitability, showing her duty to protect the children in her care. Thorough self-evaluation systems enable the childminder to fully identify and deal with any areas for development. There is a range of policies and procedures in place to protect children, for example, risk assessments throughout the home and for outings. The childminder promotes equality and diversity in her inclusive environment where children learn to value each other's differences.

The childminder works very well with parents. She shares her policies and keeps parents well informed about their child's daily routines and achievements. She completes the online assessment records, which include photographs, for each child in the early years age group. This helps her monitor children's progress and identify their next steps for learning. She shares the observations and assessments with parents and encourages them to add their child's achievements from home. This collaborative working effectively enhances the children's experiences, and makes sure parents are involved in their children's 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. 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	EY415817
Local authority	Hampshire
Inspection number	816450
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16/02/2011
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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