

Inspection date	05/09/2014
Previous inspection date	15/09/2009

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 has a comprehensive knowledge of individual children's characteristics and preferences. This enables her to continually engage with children and effectively increase their communication skills.
- The childminder uses precise information from parents to assess children's starting points in development and she works closely with families to fully encourage children's personal, social and emotional development.
- The childminder has clearly improved her provision and successfully developed her understanding and knowledge across many areas, to raise the quality for children attending.
- The provision is well resourced and this enables children to make independent decisions and continually participate in active learning.

It is not yet outstanding because

- There is less focus on fully evaluating activities to enable the childminder to develop and plan for further learning opportunities 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 arrived and showed identification documents.
- The inspector viewed the premises and observed activities and daily routines.
- The inspector viewed a range of documentation and gained information through discussion.

Inspector

Christine Clint

Full report

Information about the setting

The childminder registered in 1998 and lives with her husband. The house is situated in a residential area of Gosport in Hampshire. Local shops and parks are within walking distance of the home. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children play on the ground floor only, mainly in the conservatory playroom. They use the bathroom on the first floor. There is an enclosed rear garden for outdoor play. The childminder is currently caring for eight children on a part-time basis; three children are in the early years age range. The childminder delivers and collects children from local schools and pre-schools.

What the setting needs to do to improve further

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

- improve systems to evaluate children's activities further, to help plan in advance for all children's ongoing progress and learning.

Inspection judgements

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

The childminder provides a wide range of learning opportunities and she effectively follows children's ideas and inspiration throughout the day. For example, children have opportunities to make cakes and mix ingredients. They talked about the taste and the smell as they developed descriptive language. Children readily increased their skills of manoeuvring cooking utensils when mixing with large spoons. They were happy and talkative and they eagerly responded to questions and confidently suggested ideas. Children were keen to dress up and talk about different characters and they find toys to link with stories. They capably used glove puppets and knew instinctively how to make puppets move. The childminder has a comprehensive knowledge of children's early learning levels and their individual characteristics and preferences. She very consistently engages with children and uses language to develop children's communication and increase their understanding. For example, children draw and make marks on paper; they learn to copy actions and draw around the childminder's hand. When playing with picture cards, the childminder instantly recognised when children did not fully understand how to play the game of 'snap'. She immediately and successfully changed the game to encourage children to match the pictures. This included naming the animals, counting and naming colours, as well as developing memory skills. This positive interaction holds children's attention well and fully encourages their continual engagement. The childminder demonstrates how she is introducing new activities to increase some younger children's concentration. For example, she has recently included threading activities, which have captivated children's interest and positively extended their concentration.

The childminder gains full information from parents to enable her to understand children's development from the start. She builds her knowledge of children as they settle by following their choice of activity and introducing them to the regular routines. The childminder provides clear and well-described observations and assessments for all individual children attending. She completes written summary assessments for the required progress check for two-year-old children and shares these with parents. These thoroughly show that children are making strong progress across the early areas of learning. The childminder's positive encouragement and continual dialogue clearly support children's ongoing progress. However, there is less focus on regularly evaluating activities to enable the childminder to develop and plan for further learning opportunities for all children.

Children learn to follow routines well and to understand boundaries. They practise polite responses and develop confidence in their own capabilities. The childminder knows these are all positive attributes to encourage children's understanding of school routines and in this way, the childminder promotes their future learning.

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

The childminder has established strong relationships with the children in her care. She shows dedication to settling children and enabling them to learn appropriate routines to meet their age and stage of development. In this way, the childminder strongly supports children's personal, social and emotional development. Children show happy, positive levels of confidence and capability and this confirms their thorough sense of belonging. They willingly follow established boundaries and learn to respond politely. The childminder is a good role model; she praises children effectively to increase their self-esteem especially younger children when they learn to say please and thank you. This results in children feeling valued, and raises their ability to develop positive relationships with each other.

The childminder has competently organised a wide range of resources to enable children to gain independence and make choices throughout their play. She keenly seeks new ideas to stimulate children and she notices and responds to children's interest levels especially with regard to playing outdoors. For example, the childminder is currently fitting an outdoor kitchen unit, which will enable children to have access to low taps and their own sink for experimenting with water and mud or painting and washing up.

Children have very regular physical play opportunities and the childminder enables children to choose outdoor play continually during the day. For example, she encouraged younger children to move spontaneously when playing with bubbles in the garden. Children walk to local schools every day and use parks for ball games. They often visit local events or use larger outdoor play apparatus. In this way, the childminder encourages children's physical strength and broadens their opportunities to learn about a healthy lifestyle. Younger children successfully learn about safety by following the childminder's example. She supports children well and uses clear explanation at all times for example,

when using the upstairs bathroom and when preparing to walk to school. The childminder's close support at all times fully protects children and successfully increases their all-round development.

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

The childminder demonstrates a very competent awareness of her role in promoting and encouraging children's learning through play. She has strong levels of experience and of understanding and meeting individual children and family needs. The childminder has made significant progress since her last inspection. She has updated her knowledge well through attending further training. She has included clear evidence to show how she assesses children's progress and how she liaises with parents to close any gaps in children's learning levels.

The childminder has developed a full range of effective documentation to support her childcare provision and this responsibly meets all areas of the requirements for the Early Years Foundation Stage. She has a full range of written policies and procedures available for parents and these meet the registration requirements. This organised provision clearly demonstrates the childminder's strong understanding of safeguarding children. She has updated child protection training since the last inspection and used this to review her written policies and procedures. The childminder fully recognises her responsibility to refer any concerns about the children in her care. She is also clearly aware of her duty to inform Ofsted of any significant events or changes to protect children and maintain her registration.

The childminder has all children's personal details in place. She records accidents clearly and fully understands the procedures for administering medication. The childminder completes a daily attendance register and records all visitors in the home. There are detailed records of risk assessment for each area of the home and these clearly show how the childminder assesses any hazards and how she takes action to safeguard children. She uses her knowledge of individual children to successfully prepare and maintain safety on outings. This helps to promote children's welfare effectively.

The childminder has recently attended training in self-evaluation. She has re-assessed her systems of gaining information by including questionnaires for all parents of children attending. The childminder is clearly committed to making improvements to her provision especially to enhance the play opportunities and choices for children. She attends regular childminding network events to increase her understanding and in this way, she is competently extending and reflecting on her knowledge and awareness.

The childminder has successfully built and maintained relationships with other carers. She exchanges information regularly to share any development and progress. This helps to promote continuity in learning. The childminder has a clear and definite understanding of her responsibility to meet children's individual needs.

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	112683
Local authority	Hampshire
Inspection number	817016
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15/09/2009
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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