

Inspection date	04/09/2014
Previous inspection date	12/03/2012

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		3
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

- Children confidently go to the childminder for comfort and support which demonstrates that they are emotionally secure in the setting.
- The childminder encourages children to be independent. The young children demonstrate their increasing independence as they dress themselves and learn to manage their personal hygiene.
- Children remain safe because the childminder carries out daily safety checks indoors and outdoors and takes effective action to minimise identified risks.

It is not yet good because

- The childminder does not always make accurate assessments to identify children's achievements and interests. Parents are not actively encouraged to be involved in the assessment process. As a result, planned activities do not consistently build on what children already know and can do. This limits their progress.
- The childminder does not maintain all of the documentation required to ensure the safe and efficient management of the setting.
- The environment is not 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.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at and discussed a sample of policies, procedures and systems for recording information.
- 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 2006. She lives with her family in Yateley, 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 sleep 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 both the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to school-age children aged up 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, one of which is in the early years age range.

The childminder holds a relevant childcare qualification at level 3.

What the setting needs to do to improve further

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

- improve the systems to monitor children's development to obtain an accurate assessment of each child's skills, abilities and development, and use these to help them make the best possible progress
- maintain a record of the name and date of birth of every child, as well as the name and address of their parent and/or carer, and ensure that these records are easily available and ready for inspection

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

- encourage parents to contribute information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move children forward in their learning
- help the young children to gain skills and interest in the meaning of words and numbers, by, for example, developing the learning environment by making it rich in print, signs, labels and symbols.

Inspection judgements

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

The provision for children's learning and development requires improvement to ensure that the quality of teaching is good. The childminder carries out observations of children as they play and provides a varied range of activities to support their learning. However, she does not complete precise assessments of where children are in their development. Therefore, the childminder does not have an accurate picture of what children are able to do across the seven areas of learning to help her identify the next steps in their learning. As a result, activities are not securely based on helping children make as much progress as possible and to be as ready as they can be for starting school. Nevertheless, the childminder is able to talk in general about some of the progress children have made in their learning while they have been in her care and the play opportunities she arranges for them. The childminder establishes positive relationships with parents and ensures that her provision meets the needs of the families. She talks to them on a daily basis about what their children have been doing and the progress they are making. However, they do not consistently receive opportunities to share information about their child's learning at home to contribute to the assessment process and to enhance planning.

The childminder interacts positively with children, speaking clearly and using actions to support her words. This helps children to develop their communication and language because they copy her actions and repeat words. For example, when children showed interest in playing the musical instruments the childminder reminded them of the names of each instrument. She also showed them how they can use each of the instruments. Children learn about size, sequence and numbers through playing games where they sort different sized cups and rings. They enjoy playing board games where they match cards together so that they are learning how to take turns and associate words with pictures. In addition, children enjoy listening to stories as they snuggle up close to the childminder. The childminder uses this opportunity to help them to use their observation skills, for example, children point out different characters they see on each page. However, although children freely access books, there are fewer opportunities for them to see words, numbers and symbols around the learning environment. This does not fully support them in making connections with words and numbers during their play.

The childminder takes children to community groups to give them the opportunity to play in larger groups. This helps to promote their social skills and to prepare for their move into nursery or school. It also allows them to use additional equipment to support their development.

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

The childminder demonstrates a sound understanding of how to support children's safety. Children demonstrate that they feel safe with the childminder and they learn how to keep themselves safe through practising the emergency evacuation process. Children behave

well in the childminder's care. The childminder patiently explains to children why they cannot always have everything they want. With the support of the childminder, children begin to learn to play alongside each other and to share resources. Younger children begin to learn how to use toys appropriately.

The childminder is calm and cheerful and the children respond to this well. Children confidently go to her for comfort and support, which demonstrates that they are emotionally secure in the setting. The childminder knows when children are tired or hungry and responds to their individual care needs well. The childminder has effective procedures for settling children in. Children attend with their parents initially but parents are then encouraged to leave them for a short period of time. The childminder finds out about children's individual interests and care needs from parents so that she knows how to support them when their first start. These arrangements help children to settle quickly. However, ongoing information sharing is not actively promoted and this affects the progress children make in their learning and develop.

The childminder provides toys and resources which support children's development across all areas of learning. This includes a broad range of equipment aimed at promoting their physical development. The childminder encourages children's independence in a variety of ways. For example, children feed themselves and are learning how to put their shoes and cardigans on ready to go outside. The childminder also encourages them to manage their own personal hygiene. Children wash their hands before meals and after using the toilet. The childminder encourages children to adopt healthy lifestyles. They regularly play in the fresh air using the childminder's garden and visiting local play parks. This means that children have plenty of time to engage in energetic play. They also enjoy fruit snacks and have access to water throughout the day. They show a developing awareness of how to keep themselves healthy.

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

The childminder has a reasonable understanding of her responsibilities in meeting the learning and development, and the safeguarding and welfare requirements of the Early Years Foundation Stage. Most of her documentation is accessible and underpins her practice well. However, not all required documentation was readily available on the day of inspection. For example, not all of the child detail records were available for inspection. This is a breach of requirements for the Early Years Register and both parts of the Childcare Register. The childminder has a sound understanding of her responsibilities in relation to safeguarding. She has clear policies in place and knows the procedures to follow if she has a concern about a child in her care. In addition, she is aware of events that should be notified to Ofsted. Children remain safe because the childminder carries out effective daily checks indoors and outdoors, to make sure that any potential risks are minimised. For example, doors are kept locked at all times and potentially hazardous products are stored out of reach. The childminder has a valid first aid certificate and shows a sound understanding of how to deal with accidents and injuries.

Although the childminder does not complete a formal self-evaluation she does have some understanding of the areas which she needs to improve. For example, she knows that she needs to review the systems she uses for observation in order to ensure children are progressing well. In addition, she ensures that all relevant certificates are renewed in a timely manner. She demonstrates a good commitment to professional development and networks with other childminders to discuss practice matters. The childminder ensures that children benefit from a suitable range of activities that cover the seven areas of learning. However, systems to assess what children can do are not sufficiently precise. As a result, she is not always able to fully identify any gaps in learning which may require further intervention. Partnerships with parents are sound. Parents comment that they are very happy with how confident their children have become as a result of being in the setting. The childminder keeps parents informed about their children's day and this promotes continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure a record is kept of the name, home address and date of birth of each child who is looked after on the premises, along with the name, home address and telephone number of a parent/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- ensure a record is kept of the name, home address and date of birth of each child who is looked after on the premises, along with the name, home address and telephone number of a parent/carer of each child who is looked after on the premises (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	EY336813
Local authority	Hampshire
Inspection number	815184
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	12/03/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

