

Inspection date	08/09/2014
Previous inspection date	06/01/2009

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 attends regular training and has made significant progress since her last inspection. As a result, this promotes outcomes for children.
- The childminder enjoys the company of the children who benefit from the relaxed way she joins in with their play and learning.
- The childminder keeps parents well informed as she shares a wide range of documentation regarding her practice.
- Children benefit from the childminder's natural ability to interact and encourage learning.

It is not yet outstanding because

- The childminder does not gather in-depth information from parents about children's levels of attainment when they first start at her setting.
- The childminder does not fully develop opportunities for child to create and experiment with a wide range of materials and media through sensory exploration.

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 spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents via parental questionnaires.

Inspector

Alison Kaplonek

Full report

Information about the setting

The childminder registered in 2005. The childminder lives with her daughter who is in full-time education. They live in the Peverells Wood area of Chandlers Ford in Hampshire. The children play downstairs using the first-floor rooms for sleeping and visiting the bathroom. There is a garden area for outdoor play and children are taken to the park, soft-play areas and other local amenities. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is presently caring for two children in the early year's age group.

What the setting needs to do to improve further

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

- strengthen the two-way flow of information, particularly relating to gathering consistently in-depth information from parents about each child's experiences at home when children first start
- enhance the range of materials and resources, both indoors and outside, to enable children to explore and experiment with colour, texture and space, through sensory experiences.

Inspection judgements

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

Children make good progress in all areas of their learning and development. They benefit from being with a caring childminder who has a good knowledge and understanding of how to promote children's learning. She guides their development through warm and positive interaction. Children take part in a wide range of activities, which follow their interests and cover all areas of learning. The childminder supports children well as they develop their communication skills. She models language by repeating words which children find difficult and by introducing new words to increase their vocabulary. For example, younger children copied the childminder as she named the small-world figures or learned to put two words together as they began to form sentences. As a result, children speak clearly and confidently and are eager to try new words. Younger children enjoyed making animal noises as they picked up the small-world animals or pointed to the pictures in books. They are beginning to count and name colours as they carefully constructed with the large building blocks. Younger children talked with the childminder about where their eyes, nose and ears are and pointed to the relevant part of their body, smiling as they did this. They clearly enjoy the childminder's company and laugh as they play and interact with her.

Younger children develop good physical skills as they dance to music or play in soft-play areas or the park nearby. They develop their manipulative skills as they complete puzzles or learn to put on their own coats and shoes. Older children regularly use the larger equipment in the local park on the way home from school or pre-school, learning to take risks in a safe environment. The childminder regularly provides children with an appropriate range of different materials and resources, which they enjoy using, such as dough, paints and crayons. However, she provides fewer resources that encourage children to explore and experiment with a range of media through sensory exploration, for example, sand and water play.

The childminder gets to know the children quickly through making observations and in her discussion with parents. She provides parents with forms to complete before their children start, from which she gains a great deal of general information about each child's routines, likes and dislikes. However, the childminder does not seek additional information from parents regarding children's learning and development to help target planning more effectively to strengthen children's current achievements.

The childminder has a good understanding of child development and plans her day according to the children's interests and areas for further development. She makes her own observations and assessments for each child, which cover the seven areas of learning. Targets or next steps are then set for each child to make sure that they maintain good progress. The childminder completes a scrap book and learning record for children which includes clear observations, photographs and children's work to show their progress and achievements. The childminder works well with parents and regularly shares her records and summary reports. These include the progress check for two-year-old children if appropriate. She encourages parents to add their own comments regarding their children's development and learning.

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

Children are very happy, secure and settled with the childminder and her family. The childminder works closely with parents to ensure that she has a good knowledge of each child's likes, dislikes and routines. This enables her to treat all children as individuals and meet their needs well. She gives care practices good emphasis and younger children learn about keeping themselves safe as they walk to school or go up the stairs in the childminder's home. Older children develop a strong sense of independence, as they are encouraged to take care of their own care needs. They know to wash their hands after using the toilet or before preparing and eating food. Younger children are carefully strapped into their pushchairs or car seats and learn to pack away the toys on the floor so that they do not trip over. The childminder talks to children and explains clearly why they need to be careful, and also praises and encourages children when they do this without being asked. As a result, children develop strong bonds with the childminder and feel secure and safe in her care. The childminder is a good role model and as children follow

her example, they learn to be polite. Even the youngest children are encouraged to say please and thank you. Older children learn to get on together as they play games and talk about sharing and taking turns.

The childminder provides children with a reasonably good range of resources indoors and on occasions outside. The childminder stores some toys and play materials upstairs, and rotates these resources regularly. Younger children make choices from the puzzles, construction kits, books and small-world toys. They enjoy exploring and finding out what is available. They help themselves to musical toys or the dolls and prams as they initiate their own play and learning. However, there are some minor gaps in the provision of resources for children. There are fewer which enable children to learn through sensory experiences, particularly in the outside environment.

The childminder makes sure that she talks to the older children about differences between people and the meaning of different cultural events. She has a good range of books and resources, which represent children's diverse backgrounds and allows children easy access to these. Younger children meet and play with other children, many of whom are older and already at school. They develop their social skills through these interactions and this helps to prepare them for the next step in their life such as starting at pre-school or school themselves.

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

The childminder is well organised and has a well-planned routine, which ensures that her setting meets the needs of all children who attend. She supervises younger children very closely and provides successful adult support. The childminder has a good understanding of her duty to safeguard children and to meet the welfare, and learning and development requirements. Her safeguarding policy is robust and she knows how to contact her local safeguarding children board should she need to make a referral. The childminder actively ensures that children play in a safe and secure environment.

The childminder is committed to making further improvements to her already good service through accessing training opportunities and seeking support from her local adviser. She has completed training since her last inspection in first aid and safeguarding children. She has also successfully implemented changes to her practice. She has worked hard to make changes to her system to observe and plan experiences for children and to link these to the areas of learning and development. Clear self-evaluation is carried out by the childminder and enables her to identify areas of her practice for future development and improvement. The childminder has systems in place to track and monitor children's progress via her system of record keeping. This enables her to provide an educational programme that is interesting and stimulating, and meets the needs of all children as individuals.

The childminder has positive relationships with parents. She shares a good deal of

information about each child's daily routines and achievements. She keeps parents well informed about their child's day through daily feedback and discussion. Parents can easily see how their children are developing when sharing and talking about the children's learning records. The childminder seeks parents' views through questionnaires and they state that they are pleased with the care and education provided for their children. The childminder has also developed links with other providers and settings to ensure continuity of care and learning for all children.

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	EY299068
Local authority	Hampshire
Inspection number	843742
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	06/01/2009
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

