

Inspection date	17/09/2014
Previous inspection date	04/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 addressed all previous actions and recommendations, and demonstrates a positive attitude to enhancing her provision through self-evaluation.
- The childminder provides a positive environment for children to play and learn. As a result, children learn and explore through a good range of stimulating resources and activities.
- The childminder has built positive and nurturing relationships with the children in her care and, consequently, they are settled and happy in her care.
- Partnerships with parents and other early years providers are good, and these positive links help promote continuity of care for children.

It is not yet outstanding because

- The childminder does not always use every opportunity to extend children's early writing skills during all aspects of their play.

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 and interaction between the childminder and children in the main playroom.
- The inspector looked at a selection of children's assessment and development records, policies and procedures.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents through their written comments.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder registered in 2006. She lives in Church Crookham, Fleet, Hampshire with her husband and two school-age children. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are three children in the early years age range on roll. The children have access to the ground floor for play, rest and bathroom facilities. There is a garden for outdoor play.

What the setting needs to do to improve further

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

- extend the range of opportunities for children to develop their early writing skills, particularly through their sensory play.

Inspection judgements

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

The childminder has a good knowledge of early years development and how to promote children's learning through providing interesting activities. She gathers a secure understanding of children's starting points through information from parents and any other providers that children have attended. She encourages parents to share their knowledge of children's learning at home using a daily diary and regular conversations. The childminder uses these, in addition to her own observations, to give her an accurate knowledge and understanding of children's abilities, and preferred learning styles. This enables her to construct monthly and weekly activity plans that meet children's individual learning needs. As a result, children make good progress in their learning and development.

The childminder has consistently good teaching skills that support all children in making secure progress in their key areas of development. This ensures that they have the necessary skills for their next stage of learning and eventually school. The childminder supports children's independence and social skills well. She gives children choices in their play and values their opinions. The childminder provides good support asking them about the shape, colour and the number of pieces of fruit and vegetables they have for snack. The childminder promotes mathematical development and encourages opportunities for children to practise their counting skills. For example, they count the number of jumps on the junior trampoline, and how many goals they can score. This also progresses children's physical development. The childminder supports children's language acquisition well as she comments on children's actions, such as 'that was a good throw'. She asks questions to encourage their thinking when they play. For example, the childminder introduces the names of shapes to children by asking them 'which shape do you think this will match?' as

they play with a shape stacking toy. This develops children's awareness of the names of shapes, such as circle, triangle and square. The childminder talks to the children consistently and ensures a rich language environment for them to listen and begin to practise their speech, and develop their communication skills. For example, a young child holds up their hands and says 'gone' to which the childminder asks if they would like more drink. Children enjoy reading books with the childminder, who encourages this by providing a cosy corner with their favourite storybooks within it. As a result, children's communication and language is well supported by the childminder.

The childminder knows the children well and, therefore, can support their learning effectively. For example, the childminder provided good reassurance for a younger child until the child was confident to explore the sand and water independently. However, the childminder does not always make the most of all opportunities to use children's play to encourage their early writing skills. For example, during sensory play children are not encouraged to use sticks in the sand or brushes with the water to make shapes and attempt letters. The childminder skilfully adapts spontaneous play through positive interactions to provide good learning experiences. For example, the childminder points out different insects in the garden that children are keen to investigate. Children are very excited to use their magnifying glasses when they find a spider. The childminder directs children's play encouraging them to count how many legs the spider has. They then look at a chart of the insects in the garden and talk about the various differences between them. For example, a snail has a shell whereas a slug does not. As a result, children are increasing their awareness of the living world, and are enthusiastic learners. They enjoy their play through active exploration and they make good progress.

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

The childminder has a sensitive and caring approach and is a good role model to the children. She adapts behaviour strategies according to children's age and stage of development using distraction for younger children, and positive praise and clear explanation for older children. The children are taught to be kind to one another, share toys and take turns. As a result, children's gain a good understanding of the expectations for behaviour. Children are happy, comfortable and settled in the childminder's home. The childminder develops caring and positive relationships with children and she supports parents to help settle their children with her. This supports children's emotional and physical well-being effectively. Consequently, children are happy with her and have secure bond with her.

The childminder has clear procedures to carry out emergency evacuations so children are familiar with how to leave the premises quickly and safely. The childminder talks to the children about keeping themselves safe and places safety device to prevent children accessing unsupervised areas. For example, children know to wait at the kitchen door and not to go outside without the childminder. Consequently, children learn about safe practices. The childminder completes risk assessments for her home, garden and any outings. She completes daily safety checks before children arrive. As a result, she is proactive in minimising hazards so children are kept safe, while also being free to play and

explore.

Children develop good hygienic practices, such as, washing hands and using a clean flannel each time. They are encouraged to drink plenty of water especially after energetic play in the garden, and to eat healthy snacks and meals. Children enjoy exploring the exciting activities in the garden, where they learn the importance of fresh air and exercise. They independently use the trampoline, ball games and slide. They plant runner beans and learn about insects and animals in the garden. Parents comment positively on their children gaining confidence and developing in their learning.

Children have a dedicated playroom where they can choose from a wide range of resources organised on low shelving and in clear plastic boxes. The resources and learning environment reflect the seven areas of learning. The childminder provides daily opportunities for children to play indoors and outdoors. This helps to develop their self-esteem and independence as they make their own choices.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. The childminder organises her documentation well for the safe and efficient management of her provision. She has a good overview of children's development so that she can easily see any gaps in their learning and seek further support where necessary. This includes providing parents with a written copy of a progress check for two-year-old children. The childminder has implemented good systems to evaluate her provision. She values the advice of the local early years improvement team. They work together to look at the most significant ways they can improve her knowledge and practice to benefit the children. For example, the childminder is looking at ways to promote speech and language using Makaton, a signing technique to support children's communication skills. The childminder displays signs and words in the garden and reflects all areas of learning, both indoors and outdoors. This promotes children's overall development effectively. The childminder has a good understanding of safeguarding children. She has a written policy and keeps up to date with procedures, and recognises signs and symptoms that a child may be at risk of harm. The childminder has good awareness of safeguarding procedures, and who to contact should she have any concerns regarding children's welfare. This means children's welfare and well-being is safeguarded well.

Since her last inspection, she has worked closely with the local early years team and implemented various changes to meet the recommendations and actions raised. The childminder has reorganised her documentation and has all records available for inspection. She has revised her policies for safeguarding and this includes a mobile phone and camera policy. She has written risk assessments and evacuation procedures in place to strengthen safety in the setting. The childminder keeps an accurate record of children's attendance. There are effective procedures implemented to record accidents, incidents and the administration of medication. She holds a current first-aid certificate to help her

provide appropriate care if a child has an accident. As a result, this enables her to support children's ongoing welfare.

The childminder is developing her self-evaluation process and has made use of support from the local authority to identify and meet areas for improvement. She actively seeks parents' feedback regarding her provision. Parents' comments demonstrate that they are very positive about the provision, and the childminder's practice. For example, they appreciate the daily communication and state they think the childminder provides a friendly and positive environment.

The childminder works well with parents and other early years setting that children attend to maintain a two-way flow of information. She meets with parents and uses a daily diary to communicate about children's progress and have a consistent approach to promoting their learning further. The childminder has good development records and these enable her to tailor the activities to meet children's individual learning needs. The childminder provides parents with good written and verbal information on their child's care and learning. She demonstrates a strong knowledge of the benefits of working in partnership to ensure all children can reach their full potential.

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	EY334847
Local authority	Hampshire
Inspection number	966968
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	04/03/2014
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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