

Inspection date	17/09/2014
Previous inspection date	28/03/2011

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

- The childminder develops caring relationships with children, and provides them with a positive role model that helps them feel secure and settled.
- Good planning and activities to support children's language skills, ensures that they make good progress in this area.
- The childminder keeps parents well informed about all aspects of their child's care and learning. This builds trusting relationships in the care provided for children.
- The childminder places very high importance on children's health and safety. Her home is secure with effective procedures to ensure children are well protected.

It is not yet outstanding because

- The childminder does not use all opportunities to promote children's early literacy skills in the outdoor environment.
- At times, the childminder does not fully support children to learn by working things out for themselves.

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 carried out a tour of the premises with the childminder.
- The inspector held discussions with the childminder about children's engagement in activities, and their development and progress.
- The inspector observed the childminder engage in a variety of learning experiences with the children.
- The inspector looked at a selection of documentation including children's learning journals, records and written policies.

Inspector

Jane Franks

Full report

Information about the setting

The childminder registered in 2001. She lives with her husband in a house in Bordon, Hampshire. The whole of the ground floor is used for childminding. There is a secure garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, one of which is in the early years age range. The childminder regularly attends a parent and toddler group and walks to and from local schools and nursery schools to take and collect children.

What the setting needs to do to improve further

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

- extend learning opportunities for literacy within the outdoor environment to fully support children's developing awareness that print and symbols carry meaning
- strengthen the support for children to learn through exploration and discovery by being careful not to offer suggestions too promptly.

Inspection judgements

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

Children are happy, secure and make good progress in all areas of their learning and development. The childminder observes them as they play and notes their current interests, feeding this information into her planning. This means that children benefit from activities and resources that capture their attention and promote their development well. The childminder creates individual learning records for all children. These include photographs, examples of children's work and observations of them at play. She regularly shares her these with parents. This results in parents being fully aware of children's achievements and how they can support them in their learning at home.

The childminder provides enriching, challenging experiences. She is aware of the importance of children learning through their senses and encourages them to explore different materials through craft activities. She recognises that children learn best through first hand experiences and discover. However, on occasion she is too quick to offer possible solutions. For example, she sometimes makes suggestions about the resources they may wish to use. This slightly limits children's opportunities to make choices and find things out for themselves.

The childminder promotes children's communication and language well. She asks open

ended questions and gives a commentary to everything they are doing. She skilfully incorporates language development into all activities. For example, as children enjoyed playing with the cars the childminder incorporated vocabulary relating to mathematics such as number, shape and colour. This helps children to gain knowledge and understanding which prepares them for the challenges awaiting them at school.

Children are developing well physically. For example, they have daily access to the garden where they enjoy a range of ball games. Although many resources are available in the garden, the childminder does not maximise all opportunities to stimulate and promote children's literacy skills outside. For example, there is a lack of print for them to notice or explore. This does not fully support those children who particularly like to learn outside.

The childminder uses information from parents, along with her own observations, to establish children's starting points and to plan suitably challenging learning experiences. She continues to observe and assess their achievements and identifies their next steps in learning regularly. This informs her planning and provision of activities to meet children's individual needs. The childminder has an effective system to monitor the rate at which children's progress across all the areas of learning. This supports her to effectively identify and address gaps in children's learning so that they make continuous progress towards the early learning goals.

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

The childminder has an extensive understanding of children's individual needs. Her caring interaction helps them to feel safe and secure. This very effectively supports their all-round development and emotional well-being. Children settle easily into the childminder's home because she takes time to get to know them and their families over several settling-in sessions. She gathers information from parents about children's routines, likes and dislikes before they start. This helps to ensure the move from home to her care is as smooth and comfortable for children as possible. The childminder maintains particularly close contact with parents during the first sessions, keeping them up to date with how their children are settling and what they are enjoying.

The environment is welcoming, with a variety of stimulating, age-appropriate resources. Children show confidence as they move around their environment independently. The childminder uses a positive and consistent approach to managing behaviour, taking into account children's understanding and maturity. Regular praise and encouragement help develop children's self-esteem. Consequently, children behave well and are learning to share resources and play cooperatively.

Children's safety is a priority for the childminder and she supervises them well at all times. She teaches children about safe practices, such as road safety, on daily walks to and from school where they follow clear rules. With the childminder's support, children develop independence and begin to attend to their personal needs. The childminder promotes children's health well. She encourages them to wash their hands after using the toilet and before eating, to promote good hygiene practices. Children have regular opportunities to

be active and enjoy outside play in the garden and at local parks. The childminder provides homemade and nutritious meals and snacks, and water is constantly available for children to drink throughout the day.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She provides parents with information on her policies and procedures to ensure they have clear expectations of her practice. She understands her role and responsibility in protecting children from harm. She regularly updates her safeguarding knowledge through appropriate training. The childminder has effective systems for ensuring children's safety in her home and on outings. She undertakes thorough risk assessments and ensures that all adults living on the premises are appropriately vetted. The childminder has first-aid training and supervises children at all times. These measures mean that children can move around and play safely in the home and outdoor environments.

The childminder has a good understanding of the learning and development requirements. She successfully takes into account each child's individual needs, interests and stage of development through good planning. She also effectively monitors their progress to identify and address any gaps in their achievement. The childminder understands the importance of working with other settings which children attend to provide continuity.

The childminder demonstrates a strong commitment to improving her practice. She makes observations to determine her strengths and areas for development. She also encourages parents and children to comment on how the provision might be improved, both verbally and through questionnaires. The childminder makes good use of advice from local development advisors, and regularly shares good practices with other childminders.

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	155669
Local authority	Hampshire
Inspection number	921225
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	28/03/2011
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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