

Inspection date	17/09/2014
Previous inspection date	02/06/2009

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 provides a wide variety of play and learning experiences that meet the individual learning needs of all children and that help them to make good progress.
- Children feel safe and secure and their emotional development is good due to the familiar routines and the calm, understanding support they receive from the childminder.
- The childminder uses self-evaluation well to identify ways of further promoting children's care and learning.
- Strong partnerships with parents and others involved in children's care and learning help the childminder to meet each child's needs well.

It is not yet outstanding because

- On occasions, the childminder does not ask questions highly effectively to promote fully children's communication skills.
- The childminder does not always make sure children know what toys are in the boxes to fully promote their investigative and early literacy skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the home and had discussions with the childminder and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, and feedback from parents.

Inspector

Jacqueline Munden

Full report

Information about the setting

The childminder was registered in 2006. She lives with her husband and three school aged children in Chandlers Ford in Hampshire. All areas of the childminder's house is available for childminding. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There is currently one child in the early years age group on roll. The family has a dog.

What the setting needs to do to improve further

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

- strengthen ways in which questions are asked of children to further promote their communication and language skills highly effectively
- make it easier for children to explore the boxes of resources and to increase their early literacy skills, for example, by labelling boxes with words and pictures.

Inspection judgements

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

Children make good progress and develop their future skills as the childminder provides a wide variety of good quality, planned learning experiences both in and outside the home. She uses children's interests to plan activities that help to build on their knowledge and to help to move them forward. For example, she sets up the tent in the playroom to encourage children to talk about their recent camping holiday. The childminder has a secure understanding of the areas of learning covered during play activities. She uses frequent and purposeful interaction to engage children and to help them learn new words and to build on their understanding. For example, she described the spotty and stripy designs on the buckets in the book about the beach. On occasions, the way in which the childminder asked questions did not engage children highly successfully. This is because she sometimes asked questions in a way that children only needed to reply with 'Yes' or 'No'. This means children are not always being encouraged to describe what they are doing or what they have done. As a result, the childminder is sometimes not promoting this part of children's communication and language skills highly effectively.

The childminder promotes young children's mathematical skills very effectively and uses her resources to extend children's learning. For example, while looking at the books, she prompts the children to count the ladybirds, pointing to each one and pausing to encourage them to say the number. Children show they have good counting skills and as they join in. Children showed an interest in the clocks they saw on the pages. The

childminder quickly got the toy clock for them to use to extend their learning. Children moved the hands and named some of the numbers, such as nine and ten, again showing they are developing good mathematical skills. Children were later keen to repeat the activities and read the same books in the tent. The childminder was happy to do this with them, recognising that it was helping them to consolidate their learning. This had a positive affect on children's attitude to learning and their self-confidence as they enjoyed the feeling of success when they named the numbers correctly. Children show they are very interested and motivated to take part and learn and have high levels of concentration.

The childminder and parents work closely together to support children's learning needs. Parents share information with the childminder about their children's starting points during initial meetings. The childminder continually develops her knowledge of children's abilities through her observations of their play. She makes precise assessments of children's levels of development and makes effective plans to help progress children's learning. The childminder fully understands the requirement regarding the progress check on children's development when they are aged two years which feeds into her ongoing assessments. Parents are free to view and contribute to their children's records at any time. The childminder also shares information verbally about children's progress. The childminder includes parents fully in their child's learning at home. For example, she provided parents with information about how using a dummy can adversely affect children's speech development. Together, they reduced the time children used a dummy and this has resulted in children becoming confident and capable speakers. This has had a very positive impact on children's future learning.

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

The childminder supports children's emotional well-being effectively. She obtains information from parents about children's daily routines and health needs. Children develop strong bonds with the childminder and show they feel safe and secure as they chatter at snack time and while she attends to their personal needs. The childminder is a good role model, demonstrating polite and caring attitudes. This results in children learning good manners and respect for others in age-appropriate ways. She takes children to groups where they meet with others to help them build on their social skills. The childminder works with parents to ensure continuity in how they manage children's behaviour. This results in children learning to manage their emotions and to be kind to others.

The childminder helps children to prepare for the next stages in their learning well. They develop high levels of independence and self-care skills. They learn to cooperate with others and are motivated to learn. Through discussion, the childminder shows she is clear how she will ensure continuity in children's learning should they attend another setting. Children are learning to keep safe as they learn to cross the road safely when they are out walking and about the dangers of being near water when they visit the stream to learn about the natural environment. The childminder teaches children about keeping healthy effectively. She talks to them about the importance of washing their hands before eating

and foods that are good for them. Children benefit from daily opportunities to play in the fresh air and develop their physical skills.

Children make choices about what to play with from the very well resourced play areas and garden. The wide range of toys and equipment meet the developing needs of all children very well. Some are in boxes without labels on them. This makes it a little more difficult for children to find and investigate the resources independently and to see that words have meaning. As a result, children are sometimes not being encouraged to explore highly effectively to extend their learning and to develop their early literacy skills. Children use electronic toys that help them to learn about information and communication technology. They learn about the wider world as they learn about different cultures through books and by celebrating different festivals.

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

The childminder has a secure understanding of her duty to safeguard children and to meet the safeguarding and welfare requirements. She has recently updated her knowledge about child protection through training and is clear about the procedure to follow should she have a concern about a child. The childminder carries out comprehensive risk assessments regularly to ensure that children are safe in the home and on outings. All aspects of the childminder's provision are well organised so children can play safely. She maintains all the required documentation and parental permissions. The childminder makes sure her home is ready and that she has activities and resources ready for when children arrive. This helps the safe and smooth running of her service and she can spend her time focusing on the children.

The childminder uses effective systems to evaluate her practice and to bring about improvements. She seeks the opinions of parents and finds out what children like by offering a choice of activities. Since the last inspection, the childminder has actively increased her knowledge and skills by working with outside agencies and other childminders. She implements what she learns to improve outcomes for children. For example, she provides more natural resources and real objects for children to explore and to help them learn about the world around them. The childminder demonstrates a good understanding of the learning and development requirements. She tracks children's progress to ensure the educational programme covers all areas of learning and that there are no gaps in their development.

The childminder develops very positive partnerships with parents. There is a good daily exchange of information with them, which means she can cater for their child's needs. Parents report they are very happy with the progress their children make. The childminder provides parents with a wide range of information including the policies and procedures that underpin her good practice. This helps to make sure parents are clear about her service. Through discussion the childminder shows she is clear how to support children with special educational needs and/or disabilities to meet their needs and promote their

inclusion.

The Childcare Register

The requirements for the compulsory 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	EY320292
Local authority	Hampshire
Inspection number	843913
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	02/06/2009
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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