

Inspection date	30/09/2014
Previous inspection date	07/07/2011

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 creates a safe and secure environment for the children as she regularly monitors and minimises risks by completing thorough checks and practising fire drills.
- The childminder builds good relationships with young children and recognises when to change routines to meet children's individual needs.
- The childminder plans exciting activities that support children's development helping them to move onto their next steps of learning.
- The childminder builds good relationships with parents sharing information regularly to keep them fully informed about their children's progress.

It is not yet outstanding because

- Occasionally, the childminder misses opportunities to extend children's mathematical learning during play and activities.
- Children have fewer opportunities to explore and investigate a variety of different textures and everyday objects using their senses.

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 had a tour of the childminder's home.
- The inspector observed activities in the indoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents, and held discussions with the childminder throughout the inspection at appropriate times.

Inspector

Sharon Palmer

Full report

Information about the setting

The childminder registered in 2010. She lives with her partner and their two young children in South Wonston, near Winchester in Hampshire. The property is close to schools, shops and parks. Children have access to all areas of the home. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll. The childminder holds a recognised early years qualification at level 3. The childminder collects and takes children to the local school.

What the setting needs to do to improve further

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

- maximise opportunities to promote children's mathematical thinking and understanding during children's spontaneous play and activities
- increase the range of natural materials and everyday resources, to promote further children's exploration, imagination and curiosity.

Inspection judgements

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

The childminder creates an interesting learning environment. Children learn and develop in a positive and encouraging atmosphere. They benefit from the childminder's well-planned activities. This means children are well motivated and concentrate well because they enjoy playing with activities that ignite their interests. The childminder encourages children to move onto their next stage of learning. For example, babies are beginning to roll and the childminder extends this learning by creating an environment that encourages babies to move towards objects that are slightly out of reach.

The childminder makes regular observations and assessments. She uses this information effectively to track children's progress in the different areas of learning. Consequently, she has a good knowledge of the children, because she monitors their progress successfully. The childminder organises activities that are suitable for the different age ranges of the children that attend and adapts them accordingly. For example, the children enjoyed exploring cooked spaghetti by using different utensils and bowls to transfer pasta from one bowl to another. This helps to promote children's sensory development, as they feel the varied textures of the pasta through taste and touch. The childminder uses good teaching methods because she sits down at the children's level, uses eye contact, listens carefully, and responds to what the children say. This shows children that she values their

views, which boosts their confidence and self-esteem, thus promoting children's personal, social and emotional skills well. The childminder promotes children's communication and language development well. She generally makes good use of opportunities to help children develop their language skills. For example, she encourages them to speak, and uses skilful questions and discussion well to challenge their thinking. She reinforced the names and the noises of the animals, such as, 'Moo cow' that she added to the spaghetti, helping babies to develop their early speech.

Children enjoyed building towers with the wooden bricks. They carefully placed one brick on top of another, creating different structures. This enables children to develop their coordination and the physical skills needed for early writing. However, as the childminder encouraged the children to build higher towers, she missed opportunities to discuss and develop children's mathematical language and understanding. For example, she did not reinforce the names of the different shapes and sizes of the wooden bricks.

The childminder keeps parents fully informed about their child's progress in their learning and development, and of their daily activities. The childminder does this through the information given each day and the sharing of records.

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

The childminder provides a safe and welcoming environment for children. Since the childminder's previous inspection, the childminder works more closely with parents to ensure she meets each child's individual needs effectively. For example, she obtains information regarding young children's routines and implements these in her own home, creating a home-from-home environment. This also helps children to settle more quickly while in her care. The childminder also recognises when babies' routines need to be slightly adapted to meet their individual needs. For example, when babies become tired, she puts them to bed for a sleep slightly earlier or if they seem hungry, she will give them their lunch. The childminder makes sure children feel safe and secure. She promotes children's safety effectively because she has good systems to ensure that her home remains secure at all times.

The childminder manages children's behaviour well. She encourages children to help find toys for the younger children, which promotes children's understanding of cooperation and sharing. The childminder regularly praises and encourages children. This approach helps to raise children's self-esteem and confidence, so that they are well prepared for their next stage of learning. Children are encouraged to be independent and begin to gain skills necessary for school. They are able to make choices in their learning as they select independently from a wide range of accessible resources. The childminder recognises how some of the youngest children have different patterns of behaviour. For example, young children enjoy repetitive movements, such as banging two objects together this means that the childminder is aware of how children learn differently. However, she does not always provide natural materials or everyday resources, such as wooden spoons in order to stimulate children's learning through exploratory and imaginary play.

The childminder promotes the good health of children. She regularly cleans the tables with anti-bacterial spray and wears gloves when changing children's nappies. She teaches children about healthy lifestyles effectively and encourages children to think about why she needs to clean the changing mat after she has used it. Children regularly wash their hands prior to eating so they develop good hygiene practices and self-care skills. Children eat healthy snacks, such as apples and rice cakes. They have access to fresh air outdoors where there is a wide range of resources such as bicycles and scooters that are suitable for the different ages and stages of the children's development. This helps to promote and develop children's physical skills.

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

The childminder has a good awareness of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder demonstrates a secure understanding of the procedures to follow if she has any concerns about a child in her care. Good use of documentation helps her to support children's ongoing welfare. For example, the childminder keep detailed information about any accidents or incidents that occur and shares this with parents. The childminder completes risk assessments of her premises and outings to help minimise hazards to children. She has put appropriate prevention measures in place to help her to keep children safe. For example, she has a fire blanket and a secure cupboard in the kitchen for cleaning materials. She keeps the front door locked, which provides security for children and she has a signing-in book for visitors, which allows her to monitor who has visited her home. In addition, children practise fire drills regularly with the childminder so that they know how to evacuate the home in the event of an emergency. This means that the childminder implements procedures that actively help to minimise accidents to children.

The childminder is reflective in her practice. She recognises what improvements she would like to make in order to improve the service she provides. For example, she would like to further her knowledge by attending more courses to improve further the outcomes for children. She has plans to complete children's learning journals electronically to enable parents to access them at any time through a secure online system.

The childminder develops good working relationships with other professionals. She seeks support from a local childminder and through the local authority advisor. The childminder also exchanges regular information with the local school through the use of a daily diary. This helps to promote continuity in children's learning and development.

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	EY421264
Local authority	Hampshire
Inspection number	816534
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	07/07/2011
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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