

Inspection date

01/10/2014

Previous inspection date

09/10/2009

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

- Children's communication and language skills develop well through the childminder's knowledgeable interaction with them.
- Children learn about being healthy as they eat snacks that they prepare themselves.
- Children learn about keeping safe, as the childminder promotes good health and hygiene practices, as well as a safe play environment.
- The childminder has good relationships with parents, which positively contributes to children's well-being and overall progress

It is not yet outstanding because

- Children do not always have the opportunity to access a wide range of creative resources, such as pencils and chalks in order to promote their creativity and early writing skills, both inside and outside.
- The childminder does not always help children to fully understand and co-operate with some routines such as, tidying up before getting more toys out.

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 undertook a joint observation with the childminder.
- The inspector talked to the childminder and children at various times throughout the inspection.
- The inspector looked at various documents, such as risk assessments, medicine forms and child profiles.
- The inspector took account of the views of parents from written references supplied.

Inspector

Sharon Palmer

Full report

Information about the setting

The childminder was registered in 2009. She lives in a terraced house in Andover with her partner and two young children. All areas of the childminder's home may be used for childminding and there is an enclosed rear garden available for outside play. The family has two cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll. The childminder offers care each weekday apart from family holidays.

What the setting needs to do to improve further

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

- provide better opportunities for children to express themselves freely and practice their early writing skills through using a wide range of resources, media and materials, both inside and outside
- enhance opportunities for children to fully understand and co-operate with some routines, such as tidying up before getting more toys out.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the requirements for the Early Years Foundation Stage. She has made detailed written and photographic observations and is using these to identify children's progress and the next steps in their learning. She plans activities to ensure children make good progress in their learning. For example, children enjoy learning about nature. They take their bug bag and use magnifying glasses to see if they can find bugs that match the picture cards while in the garden. The childminder reinforces children's learning as she talks to them about and names the bugs they find. This activity helps to extend children's understanding of the world around them as well as increasing their vocabulary.

The childminder shares daily conversations, photographs and observations with parents. This provides valuable opportunities to informally discuss the children's progress in all aspects of learning. This helps engage parents in their children's learning and continue this at home.

The childminder provides warm nurturing care. Children benefit from her support and praise as they undertake activities. Consequently, they develop their confidence and self-esteem. The childminder encourages children's communication and language particularly well as she reinforces the sounds of letters, while playing with the alphabet puzzle to

promote new words. Children access a wide range of interesting and age appropriate resources, which support their overall development. The children enjoy a tree making activity. They independently mix paint colours and choose from a wide range of materials, such as leaves and glue, to design their own work. The childminder encourages children to explore the colours as they talk about how mixing green and yellow paint makes brown.

Children are confident and ask to go outside and play in the garden. The childminder encourages the children to be independent as they put on their own shoes. The children enjoy a wide range of activities to promote their physical development, such as climbing, jumping and balancing. However, although children are independent in their choices, they do not currently have opportunities to explore a wide range of mark-making materials and letters in order to promote their early writing and reading skills. For example, when a child shows an interest in writing their name, they have to ask the childminder for a pencil and paper as these are not freely available. This means they cannot independently select materials and resources to promote their literacy and creative skills.

Children enjoy using their imaginations as they use the cash register and pretend money to buy food from the shop. The childminder plays alongside the children, as they enjoy purchasing items from the shop. The childminder skilfully uses these interests to promote understanding as she comments on their actions. However, there are no pencils and notepads, for example, to encourage children's early writing skills during their role play. Regular visits to the park further promote children's learning and enhance opportunities to develop physical and social skills and make sense of the world.

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

The childminders enthusiasm and knowledge of her role helps to ensure that she promotes children's well-being effectively at all times. She understands the importance of partnership with parents and how working with parents, through good communication, ensures that she meets children's needs. The childminder supervises children closely, but allows them to try to do things for themselves according to their level of understanding and ability. This enables them to develop their confidence. For example, the childminder is nearby to support children that are learning to climb the steps of the slide independently; this also helps children to take and manage appropriate risks. Regular fire practices take place, which the childminder records and evaluates. Therefore, children begin to learn about keeping safe and how to evacuate the premises quickly and safely in an emergency. The childminder organises the play space safely and hygienically. She regularly cleans tables with anti-bacterial spray and children wash their hands prior to eating and going to the toilet. There are appropriate locks on doors and cupboards, ensuring the environment is safe at all times.

The childminder is a good role model as she is patient, calm and consistent in her actions and expectations, enabling children to learn right from wrong. She uses age-appropriate ways to manage behaviour, such as re-directing children to other activities or by matching simple explanations to the understanding of the child. Children appear happy and secure in this environment. However, children are not always involved in tidying away toys after

they have finished playing with them. This does not help children to fully understand and co-operate with some routines.

Children learn about nutritious food as they have regular access to fresh drinking water. They enjoy preparing their own healthy snacks, such as crackers with cream cheese, cucumber and tomatoes, helping to promote children's independence and readiness for school. The childminder is very aware of protecting children with allergies and ensures she takes into consideration food hygiene. This supports children to stay healthy and safe.

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

The childminder has a secure understanding of safeguarding issues. She demonstrates a good knowledge of the procedures to follow if she is concerned about the welfare of a child in her care. Clear informative policies and posters are in place to inform parents of her role in safeguarding children and what they should do if they have a complaint about her service. The childminder ensures that the environment is safe and secure to enable children to play safely. She undertakes risk assessments of the environment, taking appropriate measures to manage any potential risk effectively. The outdoor area is a secure and safe environment for the children's play and care. The toys and equipment are all good quality and age appropriate.

The childminder develops good professional working relationships with parents. She shares information on a daily basis, face to face and through a daily diary. In addition to this, parents can view the children's records. Parents comment very favourably regarding the care and support that their children receive. They contribute regularly to their children's ongoing development, for example through their children's two year old or termly assessment. The childminder has developed good partnership with others, such as through the local school and pre-school. She understands how this contributes to easing children's moves to their new settings and helps them to settle more quickly.

The childminder has evaluated her provision well. She demonstrates a clear awareness of her strengths and has identified aspects that she wishes to develop. She involves parents in her self-evaluation by sending out questionnaires. She is proactive in developing her knowledge and skills and plans to attend a relevant childcare course at level 3 to develop specific aspects of her knowledge. The childminder demonstrates a good knowledge of the statutory requirements of her role as a childminder. Since her last inspection the childminder maintains all required records. She has a good knowledge of the learning and development requirements and promotes children's progress well. She monitors their development and consequently, children are making good progress in this warm and nurturing environment.

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	EY390834
Local authority	Hampshire
Inspection number	988914
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/10/2009
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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