

Inspection date	02/10/2014
Previous inspection date	08/04/2014

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 a good understanding of safeguarding procedures and as a result, children are protected while in her care.
- The childminder accurately assesses children's progress in their learning and keeps records to show that children are making good progress towards the early learning goals.
- Children settle quickly with the childminder due to the warm relationships created by the childminder.
- Children's communication and language skills develop well through the childminder's positive interaction with them. She listens carefully and asks a range of questions to help children think and respond, and increase their vocabulary.

It is not yet outstanding because

- The childminder does not gather in-depth information from parents about children's levels of attainment when they first start in her care.
- The childminder does not have a wide range of resources to support children's use of technology. This slightly reduces children's learning opportunities in this area.

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 spoke to the childminder at appropriate times during the inspection.
- The inspector examined documentation, including children's records and policies and procedures.
- The inspector took the views of parents into consideration.
- The inspector observed a child in the indoor environment and the interaction from the childminder.
- . The inspector observed a child in the indoor environment and the interaction from the childminder. . The inspector carried out a joint observation with the childminder.

Inspector
Clare Leake

Full report

Information about the setting

The childminder was registered in 1998. She lives with her husband in a house in Gosport. The house is within walking distance of local schools, shops and parks. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in the early years age range on a part-time basis. She also offers care to two school-age children. The childminder is a member of the Fareham and Gosport Network. She operates each weekday from 6.45am to 7pm, apart from family holidays. The childminder is able to take and collect children from local schools and pre-schools.

What the setting needs to do to improve further

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

- gather indepth information from parents about children's levels of attainment when they first start.

Inspection judgements

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

The childminder demonstrates that she has a secure knowledge and understanding of how children learn and develop. She uses this knowledge to plan stimulating and exciting experiences for the children. She has built good relationships with the children in her care and they clearly enjoy her company, laughing and smiling at her as they play together.

The childminder has a good knowledge of how to complete the progress checks for two-year-old children. She gathers information from parents before the children start with her, so there is a shared understanding of their interests and care routines. However, this does not always include information about children's learning and development, to track and plan for children's progress from the outset. Nonetheless, she observes the children when they start and uses this information to assess each child and identify and plan for some next steps in their learning and development. As a result, each child makes good progress in all areas of learning.

The indoor learning environment is well resourced with a range of interesting activities. For example, children can use a range of equipment to promote their physical skills, such as scoops and spades which are used to tip and pour beans from vessel to vessel. There are few opportunities however for children to extend their knowledge of understanding the world, as many technical toys are geared towards the younger children. The childminder promotes children's language skills well. For example, when a child approaches her with

the building blocks and says 'Plane', she asks 'Do you want to make an aeroplane to take people on holiday?' Together they build an aeroplane and the childminder asks questions such as 'Where do you think it is going?' to encourage children to think and respond, so increasing their vocabulary.

The childminder takes pictures of children having fun as evidence of how they are developing in each area of learning, and these are shared with parents. The childminder works closely with parents and has formed good relationships with them. One parent comments that the childminder is a 'Kind, trustworthy and cheerful childcare provider.' The interaction between the childminder and the children is strong. This enables children to feel confident and happy in her care.

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

Children settle well with the childminder. She arranges settling-in sessions and gathers useful information from parents about children's routines, and likes and dislikes before they start. The childminder displays genuine affection towards the children and is a positive and happy role model for them. These close relationships allow children to develop a good sense of belonging in a caring and happy environment. They settle quickly and form warm relationships with the childminder.

The childminder effectively teaches children about staying safe and being healthy. For example, they take part in fire drill regularly so that children know how to leave the premises safely in the event of an emergency. Children learn about good hygiene procedures as they wash their hands with soap and dry them on paper towels before they have snack and after playing in the garden. She provides a range of healthy snacks and home-cooked meals that children enjoy eating and this helps to maintain their health and well-being. They are encouraged to try to feed themselves, which develops their personal independence skills.

Children learn to appreciate that exercise is an important part of good health. This is because the childminder ensures that children have plenty of opportunities to play outside in the garden and take part in visits in the local environment and to toddler groups. The outdoor area provides good opportunities for physical development, as well as providing children with opportunities to help and care for the pet duck.

Children's behaviour is generally good due to the calm and consistent expectations of the childminder. She talks to children about undesirable behaviour, such as swinging on a chair, and explains in a way which is relevant to their age and understanding. Behaviour issues are discussed with parents if the childminder feels the issue is reoccurring or serious. This enables her to work with parents to address their children's behaviour in a consistent manner.

The childminder shares information with the local schools that children in her care will be attending. She talks to children about what will be happening to help them develop the skills which will enable them to feel confident about the next stage in their learning.

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

The childminder demonstrates a good understanding of her responsibilities to ensure her practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage Framework. She has made significant improvements since the last inspection and is able to demonstrate her knowledge of the areas of learning and how children learn and develop and has attended recent training to achieve this. She provides stimulating care relevant to their particular needs and the time of day they are attending. The childminder liaises with parents at the end of each session and provides feedback about children's learning and achievements that day. This helps parents feel involved in their children's learning. She monitors children's progress and the educational programmes she provides, in order to address any gaps in her provision and children's learning and development needs.

The childminder works closely with children and their families. She has a good knowledge of how to keep children safe, and the safeguarding procedures that she would follow if she had a concern about a child in her care. This keeps children protected from harm. Relevant suitability checks are in place and the childminder maintains all relevant records to support her work. Registration and insurance documents are displayed to reassure parents. The childminder has begun to reflect on her work and takes positive steps to develop the service she offers. She has attended training to help improve the learning opportunities she offers to children, such as in mathematics and literacy. She regularly reviews her policies and risk assessments to ensure they are current and up to date. Partnerships with other providers of the Early Years Foundation Stage are established and this means that children's care and learning is well supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	111665
Local authority	Hampshire
Inspection number	977132
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	08/04/2014
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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Piccadilly Gate
Store St
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M1 2WD

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