

Inspection date	06/10/2014
Previous inspection date	26/01/2009

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 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 provides a wide variety of play and learning experiences that meet the individual learning needs of all children and help them to make good progress.
- The childminder uses self-evaluation well to identify ways of further promoting children's care and learning.
- The childminder works closely with parents and others involved in children's care and learning, which helps her to meet each child's needs well.

It is not yet outstanding because

- On occasions, the childminder does not use children's ideas highly successfully to extend their learning and development.

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 sampled a range of documentation including children's records, safeguarding procedures and feedback from parents.
- The inspector observed activities in the home and had discussions with the childminder and the children.
- 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 registered in 1990. She lives with her two adult children and the partner of one of them in Denmead in Hampshire. Children have access to the ground floor of the home and there is an enclosed garden for outdoor play. There are currently eight children on roll, of which six are in the early years age group. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register and receives funding for the provision of free early education to children aged two. The childminder holds a recognised level 3 early years qualification. The childminder sometimes works with an assistant.

What the setting needs to do to improve further

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

- strengthen ways that the ideas and interests children express during discussions are used, so that their learning and understanding is always extended highly effectively.

Inspection judgements

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

Children make good progress and develop the skills they need for the future. They enjoy a good balance of high quality, planned learning experiences as well as confidently initiating their own play. The childminder and parents work closely together to support children's learning needs. Parents share information with the childminder about their children's interests and abilities during initial meetings. The childminder continually develops her knowledge of children's progress through her observations of their play. She makes precise assessments of children's levels of development and makes effective plans to help move children forward. 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. They value her support in helping them to promote their children's communication and language skills. This has helped children to become confident and capable speakers and has had a positive impact on children's future learning.

The childminder makes sure there are toys and activities available to help children make progress. For example, she has provided number puzzles to help promote specific children's number and counting skills. She has a clear focus on what she wants children to learn from planned activities to help them progress. For example, when planning a creative play session with natural materials, she knew she wanted to speak to children about the colours of the leaves. She included children from the outset as they went outdoors to collect leaves and twigs. The children helped to set up the table with glue and

paper and learnt to put on aprons. This helped them to be independent and to become active learners. Children developed coordination and early writing skills as they used a spatula to apply glue to the paper. They enjoyed feeling and smelling the leaves as they placed them on the paper. The childminder promoted their understanding as she described what they were doing and what they were using.

The childminder questioned the children to test their understanding of prior learning. For example, she asked where the leaves had come from and then went on to explain that they are blown off of the trees by the wind. This helped them to learn about and understand the natural world. The childminder has a secure understanding of the areas of learning covered during play activities. She used frequent and purposeful interaction to engage children and to help them learn. On occasions, the childminder does not respond to children's comments and ideas to help promote their learning highly effectively. For example, when a child said 'This is a big leaf', she did not take the opportunity to discuss the sizes of the other leaves. Therefore, she did not fully promote children's mathematical skills. She encouraged them to use their senses and increased their vocabulary as she used words to describe the sounds and textures of the leaves. They repeated words such as 'scrunchy' while they gripped the leaves and crumbled them in their fingers. As a result, children were eager to join in and were completely engaged in conversation with each other and the childminder. Consequently, children quickly learnt the colours of the leaves and even noticed that some leaves have two colours on them. Children show they are very interested and motivated to take part and learn and have high levels of concentration. The childminder sometimes works with an assistant who helps her to meet the children's needs. For example, the assistant will prepare meals so that the childminder continues to work directly with children.

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

The childminder effectively supports children's emotional well-being. Children show they feel safe and secure as they develop strong bonds with the childminder. They happily 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. Children respond well to the consistent and kind support they receive from the childminder. They learn about boundaries and how to share with others. This results in children learning to manage their emotions and to be kind to others and helps prepare them effectively for the next stages in their learning.

Children are learning to keep safe as they practise the fire drill and learn to cross the road safely when they are out walking. The childminder protects children's health effectively. She works with parents to make sure she meets children's dietary needs and to help toilet train children when they are ready to do so. The childminder teaches children about keeping healthy successfully. She talks to them about the importance of washing their hands before eating and about foods that are good for them to eat. The childminder

works with parents to help them provide healthy foods in their child's lunchboxes. Children benefit from daily opportunities to play in the fresh air and develop their physical skills.

There is a wide range of resources easily available to allow children to make choices. Labelled boxes help children know exactly where to find their favourite toys and where to pack toys away again. The childminder recognises this helps children to become independent and to make choices about they play with. Children develop high levels of independence and self-care skills. This is because the childminder makes sure she allows them time to practice daily routines such as putting their shoes and coats on.

The childminder has developed effective links with other settings that children attend, such as pre-schools. They share their planned next steps for the children, which ensures continuity in their learning.

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 is clear about the procedure to follow should she have a concern about a child in her care. On occasions, she works with an assistant. She makes sure they are fully aware of her policies and procedures to help keep children safe. 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 means that 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 has increased the range of resources and activities she provides that provide positive images of all people in society. This helps children broaden their understanding of the wider world. 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 and others involved in children's care and learning. There is a good daily exchange of information with them, which means she can cater for their child's needs. Parents report their children are happy and settled very quickly with the childminder and that are making good progress. 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
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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	112823
Local authority	Hampshire
Inspection number	916394
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	26/01/2009
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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