

Inspection date	13/10/2014
Previous inspection date	13/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 thrive in this welcoming and homely environment. They undertake a broad variety of activities which encourage all aspects of their learning and development.
- Children are confident, happy and secure; they are interested in the activities and what is going on around them. They behave well and are learning to share, consider the needs of others and look after the resources.
- Positive reports from parents indicate they are confident in the care and learning the childminder provides for their children.
- Good working relationships develop with others involved in children's care enabling children to receive consistent help and support to make good progress.

It is not yet outstanding because

- The childminder does not currently ensure parents share sufficient information about their child's first language and culture to fully establish what children know.
- Opportunities to encourage understanding and language development of the youngest children are sometimes missed as the childminder does not always provide a commentary to her actions.

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 toured the premises and viewed resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector read comments from parents about the childminder's service.
- The inspector reviewed documents and records provided by the childminder.
- The inspector read and discussed the childminder's self evaluation.

Inspector

Lynne E Lewington

Full report

Information about the setting

The childminder was registered in 1996. She lives in Basingstoke, Hampshire with her husband. The ground floor of the property is used for play and the bedrooms for rest. The childminder currently has four children on roll, all of whom are in the early years age range. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- provide more commentary to the children as they play, particularly for the youngest children, to further extend their language development
- develop further systems to support children whose language is other than English by working more effectively in partnership with parents.

Inspection judgements

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

Children experience a broad variety of activities in the childminder's home and in the local community. This enables them to develop their skills across all areas of learning. The childminder plans activities taking into account children's interests and current developing skills. This helps to extend their knowledge and develop a range of skills. For example, children participate in an activity which involves counting and identifying shapes, and sticking them in appropriate places. In addition to mathematical development this simple activity provides good opportunities to develop fine control of movements as they use the glue spreaders and select the different shapes. Language development is encouraged as the childminder listens attentively as she sits down at the children's level. She uses expression in her voice and actions to help children to understand. However, she does not always provide sufficient commentary to encourage the youngest children's developing language skills. Children enjoy selecting books and listening to stories. They choose a familiar repetitive story. The repetition in the story encourages the ability to recall words and actions which helps to promote their language skills, and additionally to increase their interest in the use of books. The childminder provides children with opportunities to develop their understanding of the world. For example, they plant seeds and nurture them to see how the plants grow.

The childminder promotes physical development, communication and language, and

personal, social and emotional development well. She knows that children's abilities in these areas will help them develop skills across all other areas of learning and provide the skills they need for their future learning. Observations of the children at play, progress checks and summaries of development indicate the childminder is carefully monitoring progress to ensure each child is developing the skills they need to continually progress and achieve. The childminder discusses progress with parents and others involved in children's care. This enables children to get the support they may need to help them progress to their full potential. Parents are kept well informed about their children's progress and encouraged to share relevant information. This enables the childminder to plan effectively for individual children.

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

The childminder is a calm and caring role model to the children. She gathers information from parents about routines and plans in advance for the children's care. For example, she knows a very young child will need a nap at about 9.30am and so the cot is prepared in advance, and is ready for the child. Being prepared and organised helps children follow routines and this enables them to feel confident and secure in her care. She is attentive to their needs but also consistent in her expectations of behaviour. She encourages children to share, take turns, learn good manners, be kind to each other and to look after the toys. For example, the children help to tidy away their toys before they move onto a new activity. They show concern for the youngest child. For example, they help the childminder to distract and entertain the child while their nappy is being changed. The childminder praises children meaningfully for their efforts, helping to develop their confidence and self-esteem. She manages behaviour well as she recognises when children may be getting tired or losing interest and adapts activities to their changing interests.

Good hygiene, health and safety routines are encouraged through activities and conversations. For example, children demonstrate increasing awareness of when to use tissues and clean their hands. The childminder encourages children to have frequent drinks of water and talks to them about the food they have on their plate at lunchtime. Parents are encouraged to send healthy lunch packs for their children and she will provide healthy meals if required to do so. The childminder encourages children to develop their physical skills on a daily basis through physical activities in the garden, visits to parks or at soft play areas. Children have close supervision but are encouraged to develop their coordination, balance and physical strength as they play. They learn about safe behaviours in the home and on outings. For example, the childminder undertakes a regular fire drill to ensure children know what they must do to evacuate her home swiftly in an emergency.

Children enjoy many outings in the local community. They visit toddler groups, soft play areas and parks, and meet with other childminders and their children. These outings provide good opportunities for children to develop their social skills as they meet many different people. This helps them learn to accept and respect people's differences. The childminder understands the importance of children who do not have English as a first language developing their English language skills. Records indicate they are developing well. However, she does not currently gather sufficient information about a child's first

language skills in order that she can fully encourage language development and respect the child's knowledge and culture.

This is a nurturing and stimulating environment where children have good opportunities to develop their skills, and become confident independent individuals. The childminder encourages children to develop their independence relative to their ages and abilities. For example, they help to get ready for messy activities by packing away their toys and putting on their aprons. Good use is made of the ground floor of the property for play and the bedrooms for rest. The premises are clean and welcoming. Children have access to a variety of good quality toys and resources to encourage their interests and development. Babies sleep in travel cots upstairs and older children nap on cushions downstairs if required. Good care is taken to monitor sleeping children as the childminder checks on them frequently.

The childminder understands the importance of helping children become prepared for starting nursery, school or coping with a change in their home life. This is undertaken in partnership with parents to ensure children are emotionally prepared for the changes in their lives. She talks to children about the changes in a way that is relevant to their understanding and development. She encourages skills which she knows will help them such as independence and self confidence.

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

The childminder has a good awareness and understanding of how to encourage children's development across all areas of learning. She provides children with a broad variety of experiences which encourages their all around development well. Records demonstrate she is observing and identifying potential next steps in development. The childminder plans experiences and activities to encourage children to achieve these next steps. The childminder remains adaptable and follows young children's interests to ensure they are fully engaged and benefiting from their activities. Development records are generally well informed by parents at the start of the arrangement and from regular opportunities to share information. The records indicate children are making good developmental progress from their starting points.

The childminder has a good understanding of her safeguarding role. She has a clear safeguarding policy and understands who she must contact if she is concerned about a child in her care. Parents are made aware of her safeguarding role when children first join her service. Appropriate systems are in place regarding the use of cameras and mobile phones on the premises. Parents provide appropriate permissions for photographs to be taken and these are always shared with parents. Comprehensive risk assessments are in place for all aspects of the childminder's service indicating she is very safety conscious.

The childminder implements all the requirements, as set out in the Early Years Foundation Stage. She attends training events to develop her knowledge and skills further. She has improved her practice with regard to recommendations from a previous inspection. This

includes obtaining consents from parents and improving record keeping in relation to medication and accidents. The childminder routinely reflects on her work, and seeks parents' comments to ensure she is meeting their children's and family's needs effectively. This helps her to constantly develop the reliable, good quality service she offers. She has clear plans to further develop the garden to offer more stimulating outdoor opportunities to children. Partnerships with parents are strong. Parents are well informed and happy with the service she offers and the progress their children make. The childminder clearly understands the importance of developing positive relationships with others who are involved with the children in her care. She has forged working links with other settings children visit and this resulted in visits to the nursery and nursery staff to her home. This means they work in partnership to meet children's needs by promoting continuity in both care and learning.

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	111922
Local authority	Hampshire
Inspection number	846015
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	13/05/2009
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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