

Inspection date	21/10/2014
Previous inspection date	21/04/2010

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 joins in enthusiastically with the children's play and learning. This helps children to feel happy and secure.
- The childminder keeps parents well informed as she shares a wide range of documentation regarding her practice. This enables her to work closely with parents to support children's learning and development.
- The childminder uses positive strategies to manage children's behaviour. As a result, children play and learn in a calm environment.
- The childminder is reflective; she is open to new ideas and to making changes to her already good practice.

It is not yet outstanding because

- The childminder does not fully develop opportunities for child to create and experiment with a wide range of materials and media through sensory exploration.
- The childminder does not implement an improvement plan, which she bases on consistent evaluations of her own practice to benefit children and enhance her provision further.

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 throughout the observations.
- The inspector looked at children's learning journeys, the self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of two parents via questionnaires and written references.

Inspector

Alison Kaplonek

Full report

Information about the setting

The childminder registered in 2006. She lives with her husband and two adult children. She lives in a house in Portchester, a residential area in Hampshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two dogs, a cat, pet fish and four guinea pigs. She is currently caring for seven children, four of whom are in the early years age range and three older children who attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children, and she attends local parent and toddler groups on a regular basis.

What the setting needs to do to improve further

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

- enhance the range of materials and resources, both indoors and outside, to enable children to explore and experiment with colour, texture and space, through sensory experiences
- strengthen systems to support children's achievements through focused evaluations and clear plans to drive improvement.

Inspection judgements

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

Children demonstrate enthusiasm and enjoyment in their play and learning. They take part in a wide range of activities that follow their interests and promote learning in all areas. Overall, children make good progress in their learning and development. They benefit from being with a caring childminder who has a good knowledge and understanding of how to promote children's learning. She guides their development through warm and positive interaction. The childminder supports children well as they develop and extend their communication skills. She communicates well skilfully questioning and encouraging children as they use new words to increase their vocabulary. She supports older children as they begin to sound out words phonetically. For example, a child who played a computer game began to break down the sounds into words as she named the colours and numbers. The childminder provided encouragement and praise. She repeated what the child had said to reinforce the learning taking place. Children speak clearly and confidently and are eager to try new words and sounds. They clearly enjoy the childminder's company and laugh as they play and interact with her. They are acquiring good skills to equip them for their future learning.

Children develop good physical skills as they play in the childminder's garden or use equipment at the parks nearby. They developed and extended their manipulative skills as they completed a game involving hammering small nails into a board to make pictures. Older children worked out that you could just push the nails into the cork board to save time and quickly made their own pictures or figures. They talked about making a man with, 'Red legs' and, 'Long arms', or used their imaginations to construct a picture of a boat. Children complete puzzles developing the small muscles in their fingers. Children develop their independence as they learn to put on their own coats and shoes. Older children regularly use the larger equipment in the local park on the way home from school or pre-school, learning to take risks in a safe environment. The childminder regularly provides children with an appropriate range of different materials and resources, which they enjoy using, such as a corn flour and water mixture or crayons. However, she provides fewer resources that encourage children to explore and experiment with a range of media through sensory exploration, for example, sand and water play.

The childminder provides parents with forms to complete, before their children start, from which she gains a good amount of general information about each child's individual needs. In addition, she asks parents about their child's development and interests. As a result, the childminder gets to know the children quickly, makes accurate assessments of their needs, and plans and provides stimulating learning opportunities for them. The childminder has a good understanding of child development and plans her day according to the children's interests and areas for further development. Targets or next steps are then set for each child to make sure that they maintain good progress. The childminder completes a learning record for children, which includes clear observations, photographs and children's work to show their progress and achievements. The childminder works well with parents and regularly shares her records and summary reports. These include the progress check for two-year-old children if appropriate. She encourages parents to add their own comments regarding their children's development and learning.

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

Children settle happily in the care of the childminder. They are growing well in their confidence and self-assurance. The childminder works closely with parents to ensure that she has a good knowledge of each child's likes, dislikes and routines. This enables her to treat all children as individuals and meet their needs well. Children demonstrate a strong sense of belonging and good relationships with the childminder. Care practices are given good emphasis and children learn about keeping themselves safe as they walk to school. They talked about picking up resources from the floor in case they got trodden on. Older children develop a strong sense of independence as they are encouraged to take care of their own care needs. They know to wash their hands after using the toilet or petting the dogs or guinea pigs. The childminder continually talks to the children, giving clear explanations as to why they need to be careful. She uses praise and positive reinforcement to support children as they learn the boundaries of acceptable behaviour. As a result, children develop strong bonds with the childminder feeling secure and safe in her care. The childminder is a good role model and as children follow her example, they

learn to be polite. They say, 'Please' and, 'Thank you', when reminded by the childminder. Older children learn to take turns when playing games and talk about sharing toys and equipment.

The childminder provides children with a wide range of resources indoors and outside. Resources are regularly changed as the childminder stores some toys and play materials upstairs. Children make choices from the puzzles, dressing-up clothes, books and small world toys. They are able to request a change of resources by looking at the childminder's book of photographs, from which they can show the childminder what they would like to play with next. Children help themselves to electronic toys or request that the childminder reads them a story and are able to initiate their own play and learning. However, there are some minor gaps in the provision of resources for children. There are fewer which enable children to learn through sensory experiences, particularly in the outside environment.

The childminder makes sure that she talks to the older children about differences between people and the meaning of different cultural events. She has a good range of books and resources which represent children's diverse backgrounds and allows children easy access to these. Younger children meet and play with other children, many of whom are older and already at school. They develop their social skills through these interactions and this helps to prepare them for the next step in their life such as starting at pre-school or school.

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, and learning and development requirements. She is well organised and has a well-planned routine, which ensures that her setting meets the needs of all children who attend. She organises her procedures, records and mandatory documents well and they are easily available. Her safeguarding policy is robust and she knows how to contact her local safeguarding children board should she need to make a referral. The childminder actively ensures that children play in a safe and secure environment. She supervises children very closely and provides successful adult support. She carries out risk assessments on her home and keeps hazards to a minimum. For example, she has cages for her two dogs in case children are unsure about meeting them to begin with.

The childminder demonstrates dedication and enthusiasm for her work. She is committed to making further improvements to her already good service through accessing training opportunities and seeking support from her local adviser. She has worked hard to make changes to her system to observe and plan experiences for children and to link these to the areas of learning and development. The childminder has systems in place to track and monitor children's progress via her system of record keeping. This enables her to provide an educational programme which is interesting and stimulating and meets the needs of all children as individuals. The childminder has started to carry out self-evaluation, taking into account the views of parents, and is clearly able to recognise her strengths. She has

completed further training since her last inspection to improve her knowledge and understanding of how children learn and develop. However, she has not yet implemented an improvement plan which is consistently based on evaluations of her practice.

The childminder has positive relationships with parents. She shares a good deal of information about each child's daily routines and achievements. She keeps parents well informed about their child's day through daily feedback and discussion. Parents can easily see how their children are developing when sharing and talking about the children's learning records. Parents' views are sought through questionnaires and they state that they are pleased with the care and education provided for their children. The childminder has also started to develop links with other providers and settings to ensure continuity of care and learning for all children.

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	EY341053
Local authority	Hampshire
Inspection number	844018
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	21/04/2010
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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