

Inspection date	21/10/2014
Previous inspection date	19/09/2008

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

- The childminder organises her time and space effectively to provide children with a good variety of activities. Children enjoy themselves as they actively learn through play.
- The childminder and her assistant are very kind, caring and attentive to children's individual needs. Children's emotional well-being is effectively supported by the good quality care they receive.
- Behaviour management is good. The childminder is firm but fair, and her consistent approach develops children's understanding of positive behaviour.
- The childminder works positively in partnership with parents. This benefits children as it promotes a joined-up approach to meeting their needs.
- The childminder evaluates her practice and has a positive attitude towards development to continually improve outcomes for children.

It is not yet outstanding because

- The childminder has fewer resources to support children with dual language to develop and use their home language during play and learning.
- Children play with toys made from different materials but have limited opportunities to freely explore a variety of natural and everyday objects.

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 children taking part in planned activities and free play.
- The inspector spoke to the childminder and her assistant about children's care and learning.
- The inspector sampled the childminder's documentation.
- The inspector took into account the written views of parents.
- The inspector viewed all areas used by children.

Inspector

Catherine Hill

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband and two children in a bungalow in Farnborough, Hampshire. The childminder's two daughters are registered as her assistants. Children have access to the lounge, kitchen/dining area and dedicated play room. There is garden for outdoor play. The family has two dogs and three cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has seven children on roll, of whom five are in the early years age range. The childminder works Monday to Friday for most of the year.

What the setting needs to do to improve further

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

- increase children's free selection of a wide variety of natural and everyday resources to extend their experiences of different types of material and their use
- support children's developing language skills further by providing them with opportunities to develop and use their home language in their play and learning, for example, using dual language key word labels on resources.

Inspection judgements

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

The childminder has a good understanding of how to plan for and assess children's development. She finds out about children's abilities and likes through initial discussions with parents and through observing children in her care. The childminder uses an online programme to record her observations of children and to track their development. Parents are able to log on and access their child's records at any time, which keeps them fully involved with their child's learning. The childminder also shares a detailed daily diary with parents which supplements information online. Parents confirm they are 'very happy' with the format used by the childminder to communicate with them and 'really look forward to reading their child's diary'. They also praise the 'diverse and interesting activities' the childminder provides for their children.

Teaching is good and the childminder skilfully uses a variety of strategies to help children learn. For example, she asks children questions to make them think and demonstrates how to do things. Children enthusiastically sit together to make rainbow biscuits, which links to a theme about the weather. The childminder asks children if they can name the different colours of icing and they correctly identify green. The childminder develops

children's communication and language skills as she explains what they are going to do. She introduces new vocabulary throughout the activity, and also uses actions and sign language to strengthen communication with children who are still learning to talk. Children have access to a range of books and develop an understanding of words as they see labels on resources. However, children with dual language do not have access to a variety of resources to develop and use their home language in play. Children develop their physical skills as they use rolling pins and cutters on the icing for their biscuits. The childminder encourages children to notice the different patterns made by their rolling pins as they press down and introduces children to words, such as 'squashy' and 'zig-zag'.

Children have fun using their imagination as they play with the small world kitchen. They handle dolls carefully and gently prepare a cot for them to sleep. Children pick up toy phones and show an understanding of technology as they hold the phone to their ear and talk, telling the childminder they are 'Talking to daddy'. Children show good balance as they pick up a basket of toys in each hand and toddle purposefully across the playroom floor. They babble merrily to themselves as they concentrate while playing with inset puzzles. Children giggle and laugh as they roll a toy ambulance, and then ball, back and forth between themselves and the childminder and then another child. The childminder praises and encourages children's positive behaviour towards one another. This boosts children's self-esteem and gives them the confidence to persevere with learning through play. Children put a small basket on their head as if it were a hat and pleased with the attention they receive take it off and put it on again, learning how things can be used in different ways. The childminder uses opportunities well during play to help children develop their skills in all learning areas so they make continual progress. She understands the requirement to complete a written progress check for two-year-old children and has attended training relating to this.

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

The childminder and her assistant are both very kind and caring, and work well together to provide children with a nurturing, family environment that effectively supports their well-being. Gradual settling-in procedures enable children to familiarise themselves with the childminder and her home. Children have strong attachments to the childminder and her assistant and readily look to them for support and cuddles, showing they feel secure in their care. The childminder treats all children with equal concern and is firm but fair with regard to behaviour management. Children behave very well as they understand what is expected of them. They play very happily together, amicably share toys and show consideration for others. For example, children share out play food cakes and older children gently pass balls to younger children. The childminder organises her time to provide children with good variety to their minded day. Children take part in activities inside the home, on outings and also in the summer house in the garden, which has been purpose built as a play room. Children develop independence as they select from a generally good range of resources that promote learning, although there is a limited selection of natural and everyday objects to freely explore. They learn to take responsibility for their environment as they help tidy toys away, working cooperatively together.

The childminder's policies and procedures are effective in developing children's understanding of health and safety. The childminder teaches children about safety through discussion and positive role modelling. Children develop an understanding of road safety on outings with the childminder and they learn about safety in the home as they practise the emergency evacuation drill. Young children demonstrate an awareness of safety as they hold tightly onto the bar on a turtle rocker to support themselves while moving back and forth. Children, yet to independently walk, hold the edge of a sofa as they practise walking along holding the edge. Children have good opportunities to develop healthy bodies because the childminder provides them with healthy meals and daily opportunities for fresh air and exercise. Children have access to a good variety of apparatus in the garden to support their physical development and the childminder also takes them to soft play centres. The childminder keeps children clean and comfortable while in her care, changing nappies as needed and washing children's hands, for example before they eat. This effectively develops children's understanding of routine self-care procedures.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. She is enthusiastic and organises her practice very well to meet children's individual care and learning needs. Children make good progress in their learning because the childminder continually monitors their play to identify their ever changing development needs. This enables her to plan and provide children with activities and experiences that allow them to move forward and develop their skills in readiness for the next stage in their education. The childminder works in partnership with parents and others, and an ongoing exchange of information promotes a joined-up approach to meeting children's needs. The childminder has a range of detailed documentation to support her practice and she shares information with parents verbally, electronically and through displays within her home. For example, she shares all her policies with parents and has on display information about safeguarding, her qualification certificates and Ofsted's poster for parents. The childminder has very good relationships with parents and they confirm they find her childminding service 'excellent'. Parents are very happy with the childminder's care of their children and her 'fantastic work' and state that she provides 'a loving home from home setting'.

The childminder supervises children closely as they play and carries out daily safety checks to ensure children play in a safe environment. She has a secure understanding of safeguarding procedures and has a comprehensively detailed policy to underpin her practice in this area. The childminder has completed safeguarding training at level 4. All adult members of her household, including her assistants have been vetted. The childminder has completed a detailed evaluation of her practice identifying priorities for further improvement. She successfully addressed the actions and recommendations raised at her last inspection, relating to documentation, evaluation and knowledge of the Early

Years Foundation Stage. The childminder has been proactive in attending training to refresh and update her own knowledge and skills, and to book training for her recently appointed assistant. Since her last inspection the childminder spent some time working in a private nursery setting and feels this was a valuable experience in enhancing her knowledge of teaching within the Early Years Foundation Stage.

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	EY371450
Local authority	Hampshire
Inspection number	838110
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	19/09/2008
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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