

Inspection date	23/10/2014
Previous inspection date	13/10/2009

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 are settled and happy in a warm, caring environment. They have strong, positive relationships with the childminder and other children.
- The childminder promotes children's learning well, overall, and she demonstrates good teaching skills as she plays with and talks to the children. She actively fosters children's enjoyment, vocabulary and skills.
- The childminder acts as a calm, consistent role model who skilfully supports children to develop their understanding of sharing, taking turns and being kind to one another.
- Children benefit from the childminder's strong partnerships with their parents and others involved in their care. They work together well to meet children's needs and to support them as they move between settings.

It is not yet outstanding because

- The childminder does not actively help children to know what toys and resources are available in addition to those they can see at low level, to further promote their independence in choosing what to play with.

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 activities in the garden, playroom and sitting room.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector looked at children's developmental records, children's personal information records, planning documentation and a selection of policies and procedures.
- The inspector observed children and the childminder at play.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

The childminder was registered in 2009. She lives with her husband and two children in Tadley, Hampshire. All areas of the home are used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children, of these one is in the early years age range.

What the setting needs to do to improve further

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

- increase opportunities for all children to make choices and decisions about what to play with, for example by labelling storage boxes with pictures and words so that children know what is available.

Inspection judgements

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

The childminder has an accurate understanding of children's individual needs and meets them well. Children benefit from a warm, loving environment, where the childminder is attentive and offers comfort, praise and encouragement. Children form strong relationships with the childminder and other children. As a result, the childminder effectively promotes children's sense of security and well-being. Children enjoy their time at the setting as they actively explore. They are keen to choose what they play with. The childminder encourages this by providing some toys and resources in low-level boxes. However, she has not considered the benefits of labelling all boxes with pictures and words so that children know what other resources are available for their use.

Children excitedly play with soft toys. They have a hedgehog toy and build a home for it using natural materials collected from the outside environment. This includes the use of leaves, sticks, conkers and also boxes. Children excitably participate in imaginative play as they create a hibernation box for it to sleep in and make food from dough for it to eat. The childminder effectively extends children's language while she talks to them about what they are doing and skilfully asks questions to make them think. The childminder effectively develops children's confidence and self-esteem through praise and encouragement.

Children enjoy looking at a suitable range of books and enjoy these together as they sit with the childminder. The childminder engages the children well by involving them in telling the story. This supports their communication and listening skills and fosters their early literacy skills. Children learn to grasp and manipulate objects, developing their

physical skills, for example as they create collage pictures using glue, scissors and papers. Children are encouraged to make marks with pens and paper, to practise their developing early writing skills. A painting easel is set up for children to paint or draw, whenever they want.

The childminder has an accurate understanding of children's progress because she completes regular observations and assessments. She evaluates the information gained to identify future learning goals for the children and then links these purposefully into the planning. The childminder completes required progress checks for children aged between two and three years and produces clear summaries of their progress. These are shared and reviewed with parents to promote continuity in care and to involve them in their children's learning. Overall, the range of children's learning experiences and the good progress they make are effectively promoting their readiness for school.

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

Children are happy and settled in the care of the childminder. They benefit from the good amount of care and attention they receive. They have strong relationships. Children readily approach the childminder inviting her into their play and obtaining comfort and cuddles. This helps them to feel safe and secure. The childminder provides a welcoming and child friendly environment. Children play and learn in a safe, secure and healthy environment.

The childminder carries out regular safety checks to ensure children are kept safe. There are various safety measures in place around the house to minimise potential safety risks. Children are taught about why the safety measures are needed and develop an awareness of personal safety. There is a clear evacuation plan and children take part in regular fire drills so that they know what to do in an emergency. The childminder supervises children closely and sets clear boundaries to promote their understanding of keeping safe. Children know how they are expected to behave and behave well. They receive plenty of praise for their positive behaviour and this helps to promote their self-esteem and confidence.

Children's good health is well promoted. They play in a clean and comfortable home. They follow good hygiene routines, such as hand washing and the childminder reminds them about the importance of removing germs by using soap and water. Children experience a good range of learning opportunities outside the setting. The childminder regularly takes them to shops and they play and explore when they visit local toddler groups. In addition, they enjoy playing in the childminder's garden and regularly visit to the local parks with the childminder. This effectively develops their social skills, understanding of the world and provides them with plenty of fresh air and exercise.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements and meets all requirements well. She has appropriate procedures in place to ensure the children's good health, safety and well-being are consistently promoted. The childminder ensures she is well deployed to meet the needs of the children, which in turn supports their safety within the home and when they are out within the local community. Effective risk assessments are undertaken before the children arrive to identify any safety risks and action is taken to minimise any risks. This ensures that the home is safe and secure for the children. The childminder has a good understanding of safeguarding procedures and she clearly understands her role and responsibilities relating to safeguarding matters.

The childminder understands the importance of continuously reflecting and improving her practice for the benefit of the children. She uses a successful system of self-evaluation and has clearly identified the strengths of her practice and area to monitor or improve. The childminder is dedicated to working in partnerships with parents and does this well. She encourages daily discussions to maintain a two-way flow of information, and regularly shares information about children's routines and the activities they complete. The childminder has a good understanding of the importance of liaising with other providers and professionals involved in children's care, and she does this successfully to support the children and meet their needs.

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	EY394282
Local authority	Hampshire
Inspection number	838362
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	13/10/2009
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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