

Inspection date	03/11/2014
Previous inspection date	09/03/2009

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

- The childminder provides a nurturing environment where children receive her full attention throughout the day.
- Children play and learn in a safe dedicated playroom where they can use the age appropriate toys independently.
- Communication and language is promoted very effectively as the childminder listens to the children attentively and she provides a clear commentary to the children's actions.
- The childminder demonstrates an understanding of all aspects of safeguarding and this helps to ensure the safety of the children at all times.

It is not yet outstanding because

- The childminder does not clearly display words, in upper and lower case, or number labels around the environment to further enhance children's awareness that print carries meaning.

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 resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documentation provided by the childminder.
- The inspector read comments from parents.
- The inspector read the childminders self- evaluation document.

Inspector

Lynne Lewington

Full report

Information about the setting

The childminder registered in 1995. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Four Marks, Hampshire with an adult relative. A self-contained extension of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The childminder has five children on roll, of who four are in the early years age group. The childminder provides care on weekdays throughout the year. The childminder takes children for walks in the local community. The childminder is a member of the Professional Association for Childcare and Early Years.(PACEY)

What the setting needs to do to improve further

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

- enhance children's understanding of words and numbers further by creating a play environment rich in print.

Inspection judgements

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

The childminder builds strong positive relationships with parents. This helps her to meet and understand their children's individual learning needs. The childminder gains information about what children can do and observes and discusses any areas where parents feel children need further support. She undertakes observations of children from the time they start to continually track their progress. As a result, she develops a good awareness of how children are progressing and identifies areas where they require further encouragement in their learning. The childminder understands the importance of working with parents, and seeking professional advice and support when needed.

The childminder shares information about children's learning with their parents, and takes a keen interest in what children do at home. As a result, there is a positive approach to consistently promoting children's learning at home and at the childminding setting. For example, the childminder shares daily information about new words young children have used in their play and the activities they have undertaken. This helps parents reinforce this at home to help enhance their language development.

Overall, the childminder provides good quality teaching across all areas of learning to early years children. She joins in with children during their play and activities, which encourages their learning positively. For example, as children build the train track she introduces mathematical language, such as 'long piece, curved piece' children naturally repeat her words as they select the various pieces of the track. The childminder encourages children

to enjoy books. They can easily access a selection of books that are relevant to their ages and interests. Children develop their language skills by talking about what they can see as they independently carefully turn the pages and they begin to learn that print has meaning. However, children do not see labels, in both upper and lower case letters around the play environment as most words are displayed only in capital letters. Also, there are few opportunities to see numbers. Therefore, children's language and numeracy skills, although supported well overall, could be enhanced further.

The childminder provides very good support to young children's language skills as she provides a simple commentary as they play. Children repeat her words, and begin to understand and link words together in their play. The childminder encourages children's awareness of the natural world as they go on nature walks, and collect leaves and pick blackberries. Children benefit from a variety of activities, play experiences and outings that encourage their interests. For example, they visit the local train station to see the trains. This increases their awareness of the world around them and provides good opportunities for conversation. Children use pens, crayons and paint to draw and develop their early writing skills. Children enjoy playing in the garden, and benefit from plenty of physical activity and fresh air. For example, children develop their coordination and balance as they play on the wheeled toys, and use balls and hoops in the garden. They have opportunities to use sand and water outdoors, helping to develop their finer physical skills as they dig and pour.

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

Careful settling-in arrangements support parents and children to adapt to the new environment. The childminder encourages parents and children to visit her home to enable them to feel confident. The childminder understands the importance of preparing children for changes in their lives and has books to help them understand what is happening. For example, they talk about what will happen when they start nursery or school, and learn to be independent in their self care skills. If a new baby joins a family the childminder helps the children to talk about the experience by providing dolls to dress and bathe. Children settle well and are happy and confident in the loving care the childminder provides. As a result, children feel safe and secure.

The childminder demonstrates a confident understanding of supporting and meeting individual needs. She recognises when young children need a drink or are beginning to get tired, and gives them the attention they need. Behaviour is managed calmly and consistently enabling children to develop an understanding of right and wrong. She provides positive consistent messages to children, which helps them to understand the boundaries and the expectations of their behaviour. Children's self-esteem is promoted through meaningful praise and encouragement. The childminder is a good role model and, as a result, children learn to use good manners and to be kind to each other.

Children learn about safety as they play, through the use of gentle reminders. For example, they receive reminders to help them learn to use the wheeled toys with care on the patio. Children develop their independence as the childminder gives them time to

manage tasks by themselves, such as putting on and taking off shoes and coats. The childminder talks to the children about healthy eating, the importance of exercise and good hygiene. Posters support the children's developing understanding of a healthy lifestyle. The layout of the setting enables older children to become independent in their personal care. The childminder is close by to help if required. Children independently wash their hands and show an awareness of the need to turn off taps after use. Mealtimes encourage children's social interaction with each other and provide a time to reflect on daily routines and plans for more activities. The childminder provides drinks of water and parents provide healthy snacks and meals, which are stored appropriately until required.

The childminder provides a welcoming environment for children with a good range of quality toys, equipment and resources for them to use. There is ample floor space for them to undertake activities on the floor and also low level tables and chairs for table top activities. Outdoors the children use the patio and lawn area for their play. They independently select toys from the summer house and the childminder ensures there are items she knows will interest individual children. This indicates the childminder understands how to promote children's learning in the indoor and outdoor areas relevant to their age and abilities.

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

The childminder maintains required paperwork, such as the times of children's daily attendance, accident records and consents to take children on outings. She demonstrates a good understanding of her responsibilities to meet all the requirements of the Early Years Foundation Stage. A range of policies and procedures are available to inform parents about the service offered.

The childminder promotes all aspects of safeguarding well. For example, she provides a safe and secure environment for their care and play, checks on sleeping children regularly and supervises children closely. The childminder demonstrates a secure understanding of safeguarding procedures, including how to manage any concerns that may arise about children's welfare. Daily routine safety checks promote children's safety and also fire evacuation procedures are undertaken to ensure the premises can be evacuated swiftly if required. These measures promote children's well-being and safety effectively.

The childminder is aware of carrying out the progress check for two-year-old children and has information, and a format available, to complete this task. Children's developmental progress is monitored closely enabling the childminder to securely understand individual children's progress and identify their next steps in learning. Self-evaluation processes are good. The childminder seeks feedback from parents and children to support her self-evaluation process. She reflects on her work and how she continues to develop the service she offers to meet the needs of children and their families. She demonstrates a commitment to continuously providing a good quality service which meets the needs of the families who use her service, and keeps her up to

date with current requirements.

Good effective partnerships are in place and there is positive communication between the childminder and parents. She provides information to parents about their children both verbally and through written records, such as daily diaries, journals and progress records. The progress records provide clear information about children's individual progress and identify their next steps in learning. The records are shared with parents, and their comments are welcomed. This promotes a consistent shared approach to supporting children's care and learning needs.

Parents' feedback indicates they hold the childminder in high regard. They indicate children settle quickly and make good progress particularly in their language development in her care. She is adaptable to the needs of the families and supportive. The childminder demonstrates she understands the importance of building partnerships with other early years providers and professionals who may be involved with children. She has a positive attitude to working with others, and makes good use of the local early years service and advice from professional associations.

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	110827
Local authority	Hampshire
Inspection number	845997
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	09/03/2009
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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