

Inspection date

05/11/2014

Previous inspection date

29/06/2009

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 engaged and happy because the childminder knows them well. She plans experiences which stimulate their individual interests and support them well for their move to school.
- Children's communication skills are promoted well because the childminder spends time positively interacting with them and encouraging the effective development of their vocabulary and language skills.
- The childminder has a good knowledge of safeguarding. She is clear about the procedures to follow should she have concerns about a child, in order to protect the children in her care.

It is not yet outstanding because

- The childminder does not use her partnership with other settings fully to exchange sufficient information about what children are learning, to help her complement their good learning 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder's interaction with the children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and checked samples of policies and other records.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all users.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder lives with her husband and adult children in the Hatch Warren area of Basingstoke. She is registered on the Early Years Register and compulsory part of the Childcare Register. All of the home, with the exception of the office is used for childminding, although the upstairs is only used for sleeping. There are currently three children on roll in the early years age range. The family has two cats.

What the setting needs to do to improve further

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

- strengthen communication with other settings children attend, for example, by sharing useful information on children's progress and next steps in learning to promote continuity in learning.

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 children learn through play. She provides a varied mix of adult-led and child-initiated activities that cover all areas of learning. As a result of her good levels of support, children are developing the skills and positive attitudes that they need to prepare them for their next stage of learning. The childminder undertakes an assessment of children's prior skills, knowledge and understanding on entry, using her observations and some information from parents. This gives her a secure baseline from which to start planning for each child's needs. She builds on this by making day-to-day observations of children's achievements. She identifies the next steps in their learning and uses this information to plan suitable activities to challenge children and help them to make good progress. Arrangements are in place to complete the progress check for children aged between two and three years, when this is appropriate. The childminder shares her observations, evaluations and assessments regularly with parents, so they are provided with clear information about their child's development.

The childminder knows the children well and uses everyday opportunities effectively to support their learning and development. The routine is very flexible to enable children to pursue their own interests. For example, the childminder observes children and gives them the time and space to explore for themselves before she intervenes to offer further support. She sits on the floor with the children as they play and engages in their role play. For example, they draw up a list of shopping items they might like to buy and the childminder supports the child to collect these from the selection on offer. This supports recall and helps children make links to the events in their lives. The childminder builds on children's knowledge of everyday life as they take 'selfies' on the toy mobile phone.

The childminder places a strong focus on helping children to develop their communication and language skills. She engages in constant discussion with children as they play, listening consistently, asking relevant questions and modelling language well. This provides a firm foundation for children's future literacy skills. Children count and learn about size, shape and position as they use the puzzles, construction toys and cars to develop their mathematical skills. Children have good opportunities to explore, make discoveries and develop a positive approach to learning.

The childminder develops close partnerships with parents. She has established good relationships with them and parents feel secure that their children are happy and safe in her care. The childminder completes a daily diary, which means that parents are kept informed of their child's time with her. Parents are encouraged to talk to the childminder about their children's progress and look regularly at photographs and records of children's achievements. Through discussion, the childminder is able to give parents ideas to support children's further learning at home, maximising children's progress.

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

The childminder provides a stimulating and friendly home environment where children and their families are welcomed and valued. Settling-in visits allow time to discuss each child's needs. This support the childminder to tailor the care she provides to help each child to settle quickly and develop secure emotional attachments with her and each other. Children approach the childminder with much trust and affection and they are confident to explore and try out new things. The childminder has a large variety of easily accessible resources, which means that children can make independent choices in their play. As a result, children develop a strong sense of belonging and feel valued.

Children behave well. The childminder is calm and caring and treats children with sensitivity, respect and understanding. She supports them gently to develop an understanding of acceptable behaviour, which ensures that children understand the boundaries and expectations. Children use good manners and are respectful and kind. Outings to toddler groups enable children to develop their social skills further by mixing with larger groups of children in a different environment. This helps to prepare them for their next stage in learning as they start nursery.

Children are encouraged to make healthy lifestyle choices, such as taking regular exercise and playing in fresh air. The childminder encourages children to make positive choices about what they eat. They refer to the daily snack board for the fruit choice of the day and discuss their favourite snacks and why they are healthy. Children know to wash their hands before eating. They manage this well for themselves as the childminder has organised her home to promote their independence in readiness for school. Children have good access to outdoor play where they benefit from lots of fresh air and exercise. Visits to the park help children to learn how to keep themselves safe. They develop confidence in using more challenging equipment to develop their physical skills. The childminder has risk assessments in place that she applies on a daily basis, checking areas to ensure the

safety of the children. She discusses road safety with children as they walk to school and they are developing a good awareness of road danger and how to walk safely.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. She is aware of the signs and symptoms that may cause her concern about the welfare of a child and is confident about the action to take. She undertakes detailed risk assessments that ensure children are safe indoors, outdoors and when on outings. The childminder reviews these on a regular basis and carries out daily visual checks on the premises to ensure that it is safe and prepared for the day. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. The childminder implements a range of policies and procedures to protect and promote children's well-being. She maintains all documentation effectively, including insurance and permissions to administer medication. This supports children's good health and ongoing safety.

The childminder uses effective self-evaluation to identify her strengths and weaknesses and she evaluates her provision on a regular basis. The childminder is committed to improving her service and has implemented changes since the last inspection. For example, she has developed systems for observation and planning, which help her to identify children's next steps in learning and development. Improvements have clearly had a positive impact on children's care and learning.

The childminder has effective systems in place to monitor the educational programme and children's progress. She follows children's interests and allows them to choose their own activities. If there are concerns about a child's development, the childminder works with the parents to identify activities that will help the child to make good progress. This ensures that she can identify any gaps in children's learning quickly and act on them. As a result, children enjoy their time with the childminder and make good progress overall.

The childminder establishes positive relationships with parents to promote a shared and consistent approach to children's care and learning. Parents are well informed about the childminding service and children's progress through conversation and a daily diary. Parents' views are valued and encouraged. Some links have been established with providers where children attend other settings. For example, the childminder talks to staff at the local pre-school and nursery to promote children's emotional well-being. However the childminder does not share specific information about children's progress and achievements to ensure a consistent approach to children's learning.

The Childcare Register

The requirements for the compulsory 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	111599
Local authority	Hampshire
Inspection number	839770
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	29/06/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

