

Inspection date	03/11/2014
Previous inspection date	28/10/2008

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder helps children to make good progress in their learning and development because the quality of teaching is good. There is a balance of child-initiated and adult-led experiences that ensure children receive a good level of challenge. As a result they are motivated and enjoy their play.
- Children develop warm, affectionate relationships with the childminder and are very happy in her care. This promotes their emotional well-being.
- The childminder promotes children's health well, providing nutritious food and teaching them good personal hygiene practices.

It is not yet good because

- The childminder has failed to notify Ofsted of a change to the adults living in the home. She has also not obtained a Disclosure and Barring Service check for all adults or reported a serious accident that occurred to a child in her care. These are breaches of the statutory requirements.
- The childminder gathers a lot of useful information from parents about children's care needs but does not involve them well in setting future learning goals for their child.

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 spent the majority of inspection time with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and sampled policies and other records.
- The inspector discussed the self-evaluation process and how the childminder obtains the views of all the users of her setting.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder registered in 2000. She lives with her husband and grown up children in the Brighton Hill area of Basingstoke. Minded children have access to the whole of the ground floor as well as rest and toilet facilities on the first floor. There is access to a secure garden for outdoor play. The childminder is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for two young children on a part-time basis and two older, school age children.

What the setting needs to do to improve further

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

- strengthen relationships with parents to involve them more fully in supporting their children's learning and development.

Inspection judgements

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

The quality of teaching is good. Children receive effective support in their learning and development, and are making good progress overall. This is because the childminder has a secure understanding of child development and implements effective teaching skills in her every day practice. The childminder gathers detailed information from parents about their child's stage of development, their interests and their abilities when they first begin. She then plans a balance of adult-led, and child-initiated learning experiences to meet the individual needs and interests of the children. Consequently, children are engaged and motivated in their learning. The childminder undertakes regular observations and assessments with a clear focus on supporting each child in their next steps of learning. She supplements this with photographs of children completing a wide range of activities. The childminder has a good awareness of the importance of the progress check for children aged between two-and-three years. She completes a comprehensive summary for each young child in her care, which act as an accurate assessment of their learning needs.

The childminder has a wealth of practical child care experience and uses this well to promote children's learning and development. She plans a wide range of interesting activities for children to take part in. This supports them in developing their knowledge and skills across all areas. Her interactions are purposeful and focussed, and as a result children are motivated to learn and sustain interest for extended periods. For example, children eagerly take part in an activity playing with dough, choosing from the range of exciting resources to shape and sculpt dough. They select the tools they want and have a clear idea of what they are planning to make as they choose their favourite colour and shape. Children competently use the tools for a purpose and enjoy rolling, pattern making

and moulding the dough into colourful shapes. They receive good support from the childminder who engages very well during their play. She supports children in developing their communication and language, such as naming colours and numbers. She sounds out words slowly so they have time to respond and understand, and listens with interest as they explain what they are making. The childminder encourages children to repeat the words they are unable to say and supports their use of meaningful language. Children develop their awareness of numbers as they count the balls of dough. They experiment with concepts such as 'bigger' and 'smaller' as they compare the size of their models. The childminder skilfully intervenes and encourages children to count how many they have. She supports them by pointing to each ball as they count in turn. Children eagerly join in and are confident to seek support when they are unsure. They receive much praise for their achievements. This means children develop their self-esteem and self-confidence. This effectively supports children with acquiring the skills and positive attitudes they need for the next steps in their learning and for school.

Partnerships with parents are good overall. The childminder regularly encourages them to view their children's learning journey's to get an overview of their progress. The childminder communicates effectively with parents each day and reports what children have been involved in during their time with her. However she does not use information they provide about children's learning at home or consider this when planning for their next steps in learning. This does not support a fully consistent approach to supporting children's learning.

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

Overall, the promotion of children's safety and well-being is adequate. The childminder is responsible for a delay in the processing of a required suitability check that relates to an adult living in her home. This constitutes a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, the childminder does not leave the children alone with anyone who has not been checked. Children are comfortable in the childminder's care, and develop friendly and affectionate relationships with her. This successfully promotes their emotional well-being. Effective settling-in procedures include children visiting the childminder before they start. This results in a smooth move from their home to the childminder's care and they become familiar with her as their key person. Children enjoy playing with the childminder, and sit on her lap to share toys and include her in their play.

The childminder organises her home well. She has a good range of quality resources that fully cover all areas of learning. Children independently select these for themselves and they are confident to ask for additional resources to add to their play. The childminder enables young children to understand the daily routine because she takes the time to talk to them about what is happening. She includes them in deciding what happens next, which means children are involved in the decision making and make independent choices throughout the day.

Children behave well because the childminder gives them lots of time and encouragement.

The activities are interesting and stimulating, which keeps children focused and happily occupied. The childminder supports them to share and cooperate with each other during their chosen activities. This means children are learning to play well together. The childminder gives full explanations of her expectations and closely supervises children to keep them safe. As a result children share and tolerate each other's choices, and learn to play together harmoniously. The childminder skilfully teaches children how to keep themselves safe and manage risks for themselves. For example, children independently use scissors when playing craft materials. The childminder sensitively models how to be careful by pointing scissors downwards so they remain safe as they cut. As a result children learn how to look after their own safety and are becoming increasingly responsible. They are confident to try new things and have a strong sense of belonging. This equips them well emotionally for their future move to nursery or school.

The childminder supports children's good health and has effective procedures to manage any sickness, accidents or any medication that requires administration. She holds a current first-aid certificate and has a well-stocked first-aid box. This ensures she can deal with accidents appropriately. When the children first start the childminder gathers a lot of useful information from parents about their child's care needs. This enables her to meet their individual dietary requirements well. The childminder provides healthy food and fresh water is available for children throughout the day. Children learn about the foods that are good for them as they enjoy regular cooking activities. The childminder helps children learn about positive hygiene routines, such as washing their hands. She provides colourful cloths for young children to wipe their hands and faces before sitting down for their snack. The childminder encourages children to feed themselves independently at meal times and they develop good table manners as they enjoy fruit snacks of grapes and blueberries. Children enjoy being physically active. They play in the garden and visit local parks to practise their physical skills as they run around, use the slide and operate ride-on wheeled toys. Children attend a weekly toddler session and events at local centres. They also enjoy daily fresh air with walks to local places of interest. As a result, they are physically active and the childminder supports their health well.

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

The organisation of the childminders service is not fully effective as she is not meeting all requirements of the Early Years Foundation Stage. She has failed to notify Ofsted of an injury that occurred to a child in her care that required hospital treatment. She has also failed to supply Ofsted with information in a timely way, in order that a suitability check can be processed for a family member. This has recently been re-initiated and the check is now pending. The childminder has not informed Ofsted of a change to the adults living on the premises as, since her last inspection, a family member has moved out. These breaches in requirements have had limited impact on the care of the children as unvetted adults are not left unsupervised with children and there has been no further reportable injuries. However, this demonstrates the childminder does not have a good understanding of her statutory responsibilities. Further safeguarding procedures are adequate. The childminder conducts daily checks of her equipment, and resources to ensure they are

safe and suitable for children. Her risk assessments are effective in minimising any potential hazards within the setting and when on outings in the local community. She reviews these regularly. The childminder understands what to do in the event she has a concern for the welfare of a child in her care. She has access to the relevant contact numbers for local agencies and has completed an on-line course to support her understanding of the process to follow.

The childminder has suitably identified and implemented some changes to her practice since her last inspection. For example, she has developed the planning and observation systems to support her in tracking children's progress against each of the areas of learning and development. She has strengthened her risk assessment process by improving on visual checks and encouraging children to manage some risk for themselves. She has also undertaken training to refresh her knowledge as part of her continuous development. The childminder effectively seeks parent's views, through discussion, to help shape her practice.

The childminder reflects daily on the support she offers to promote children's learning. This helps her to continually provide them with new opportunities that engage and motivate them. For example, she monitors her observations of children to find out what they enjoy, and provides activities and resources to support and nurture their interests further. Therefore, the resources in the environment precisely match children's preferences and meet their individual needs.

Written testimonials from parents state their children are very happy to attend and they would happily recommend the childminder to others. The childminder understands the value of working alongside other early years professionals, and has arrangements to work in partnership with local schools and nurseries.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of any serious accident or injury to any child while receiving childcare (compulsory part of the Childcare Register)
- inform Ofsted of any serious accident or injury to any child while receiving childcare (voluntary part of the Childcare Register).

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	112046
Local authority	Hampshire
Inspection number	839793
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	28/10/2008
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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