

Inspection date	11/11/2014
Previous inspection date	05/03/2009

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 has a thorough understanding of how to support children to make good progress in their learning. She provides a varied range of activities with good levels of challenge. As a result, children are motivated in their play.
- Children form strong bonds and secure relationships with the childminder. This is because the childminder is kind and caring and sensitive to their needs.
- The childminder has a good knowledge of the procedures she should follow in the event of concerns about children's welfare, in order to safeguard them.
- The childminder establishes effective working partnerships with other settings and agencies to promote continuity for children's care and learning.

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 failed to obtain a Disclosure and Barring Service check for them. These are breaches of the statutory requirements.
- The childminder does not provide enough opportunities for children to develop and practise their early writing skills indoors and outdoors.

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 was registered in 1985. She lives with her husband, adult daughter, her daughter's partner and their children in Tadley, Hampshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play at the front of the property. Toilet facilities are on the ground floor. Local parks, shops and schools are within easy walking distance. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age range. The childminder also cares for school-age children. The childminder collects children from and takes them to the local primary school and pre-school. She works part time at a local pre-school and has a recognised childcare qualification. The family has pet rabbits and cats.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain an enhanced Disclosure and Barring Service check in respect of every person aged 16 and over who lives on the premises on which the childcare is provided

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

- develop further the programme for literacy by providing a wider range of accessible mark making materials in order that children can engage with mark making for a purpose both indoors and while using the outdoor spaces

Inspection judgements

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

The childminder demonstrates a secure understanding of how to support the good progress of children. She delivers good quality teaching and consequently, children make good progress from their starting points. The childminder monitors children's progress through ongoing observations and effective assessments. She uses information from parents, as well as her own initial and ongoing observations to inform her planning so that she provides activities and experiences that build on what children know and can do. The childminder is aware of the requirement to carry out a progress check for children aged between two and three years and to share this with their parents. As a result, children's learning and development are successfully promoted to ensure that they gain the necessary skills and attitudes to be ready for their next stage of learning.

The childminder interacts purposefully with the children as they explore. She engages the children throughout activities by getting down to their level as they investigate resources. The childminder consistently communicates with children, speaking clearly and asking open-ended questions as appropriate. This promotes children's thinking and their language and communication skills successfully. The childminder uses her observations of children's interests to motivate them to learn. For example, a child noticed that their feet are smaller than another child's and a conversation about size ensued. The childminder used this opportunity to introduce new language, such as 'bigger than' and 'smaller than'. She effectively questioned the children as they sat with her on the floor to compare feet sizes. She used mathematical language confidently as a continuous and natural part of children's learning. The childminder incorporated this into a game. This led to the group counting their toes, which in turn led them on to a counting song, which they enthusiastically took part in.

The childminder promotes the love of reading and stories. She has created a cosy cushioned den in which children are able to snuggle down with books or recount favourite nursery rhymes as part of their topic work. She talks to children about the pictures in age-appropriate books in order to extend the words and images they are familiar with. Older children experiment with rhyming words and make links with early letter sounds. This enhances their communication and language skills, and their early literacy skills. However, other aspects of children's literacy development are not as well promoted. Pencils, crayons and other writing materials are not readily accessible for children to practise their early writing skills as they wish. This is because they are stored out of reach.

Overall the childminder's relaxed and spontaneous approach to promoting children's learning, while being attentive and supportive to their individual needs, means they are continually motivated and enjoy their play.

The childminder has an effective partnership with parents, which results in continuity of care and learning for all children. Parents are encouraged to provide good information about their children when starting with the childminder through completing 'All about me' sheets. These help the childminder to identify children's starting points and enable her to plan for children's individual needs. She shares information with parents on a daily basis and completes regular summary assessments of children's progress. She shares these with the parents, which enables them to become further involved in supporting their children's learning and development. As a result, any gaps in learning and development are identified at an early stage and appropriate support can be put in place. Therefore, all children make consistently good progress in relation to their starting points.

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

The provision for children's well-being has many positive aspects but the childminder has failed to obtain the necessary suitability check for an adult living on the premises. This highlights a weakness in safeguarding measures to assure the well-being of the children. The childminder provides a welcoming and homely environment. Children are well

supported and nurtured by the childminder because she knows them well and is attentive to their needs. She works successfully in partnership with parents and gathers detailed information from them, prior to children joining, about how she can effectively support their good health and well-being. The childminder guides parents through her policies to ensure that they are aware of these and understand how they support the childminder's practice in promoting their children's well-being. They exchange information on a regular basis about children's care needs, to promote continuity. Children enjoy spending time with the childminder and show through their actions that they have built very warm and trusting relationships, for example as they go for cuddles. They are very comfortable in their environment, form strong bonds quickly and are happy and settled.

The childminder demonstrates a good understanding of how to manage children's behaviour and helps them to learn to do this for themselves. She promotes good manners and respectful behaviour and acts as a positive role model. She routinely offers praise in recognition of children's efforts and achievements. The childminder encourages children's independence and supports them to take on small responsibilities. For example, children are encouraged to tidy up after themselves. They show that they enjoy being part of this harmonious group as they fetch each other drinks and show kindness to each other as they play. Children develop a strong sense of belonging, which promotes their confidence to become increasingly independent. As a result, children are emotionally equipped for the next steps in their education.

Children have daily opportunities for physical play on and off the premises. The environment enables children to initiate their own play, as well as taking part in the activities that are planned by the childminder. They choose from the wide range of interesting resources available to them, which the childminder supplements with resources borrowed from the local pre-school. This means that children are always challenged in their learning and excited about what is on offer. Consequently, children are gaining good levels of independence and they confidently direct their play. Children have access to an exciting garden space which has been developed to motivate them in their play. The child-sized play house provides a base for imaginary games and children have opportunities to play with and care for the rabbits. They explore different materials and textures and learn about shape, space and measurement as they dig, fill and empty containers with mud and sand. The childminder takes children who can walk on daily outings to the park adjacent to her home. Children enjoy playing on the equipment at the park, where they climb, slide and negotiate the obstacle course of equipment and enjoy the wide open spaces for running, ball or parachute games. This enables them to experience good levels of challenge to extend their physical development. In addition, they visit the local play centre, where children delight in climbing and jumping on soft play equipment and have the opportunity to enjoy nature walks, where they can look for wildlife and feed the ducks. These experiences help children to learn to be sociable with others and to begin to understand about their community. Children also have good opportunities to take reasonable risks in physical play. They learn to keep themselves safe as they cross the road with the childminder.

Children benefit from a range of healthy snack options and enjoy regular cooking opportunities which support their developing understanding of healthy choices. The childminder provides sensitive support for younger children who are developing their self-

care skills, such as toileting. She implements good hygiene procedures and children are supported from a young age to wash their hands before eating and after toileting. This helps children to learn how to keep themselves healthy.

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

The childminder has only an adequate understanding of the safeguarding requirements. This is because she has failed to notify Ofsted of a change to the adults living on the premises. She has also failed to ensure that all adults living on the premises have obtained a Disclosure and Barring Service check. While the impact of this is minimal, as children do not have unsupervised contact with the adult, this is still a breach of requirements. It demonstrates that the childminder has not rigorously followed her policy on vetting adults who live in the home. However, other safeguarding policies and procedures are implemented well. The childminder has attended advanced child protection training and she effectively follows her policy on the use of mobile phones and cameras on the premises, in order to protect images of children. She recognises her responsibility to record and report any concerns she may have about a child's well-being. The childminder completes and regularly reviews risk assessments for the premises and local outings so that children's safety is well supported. She also carries out daily checks indoors and outside for the premises to ensure that any risks are identified and minimised in the areas used for childminding. This promotes children's safety. All policies, records and qualifications required to meet statutory requirements are well maintained and support the safe and effective running of the childminding setting.

The childminder demonstrates a good knowledge of how to support young children's learning and development. She has a comprehensive understanding of the learning and development requirements of the Early Years Foundation Stage and completes thorough assessments to monitor children's progress. As a result, the childminder understands children's current achievements in learning and makes detailed plans to extend their progress. The childminder demonstrates effective practice when monitoring, planning and observing children's progress. As a result, she is able to identify areas where early intervention is needed to minimise any future difficulties. The childminder initiates partnerships with parents which support children's learning. She engages in frequent discussion with them to support continuity of children's learning between home and the setting.

The childminder has a suitable regard to evaluating her practice. She makes frequent reflections on her practice in order to identify where she can develop her practice in response to the needs of children. For example, she has developed her outdoor provision to support children in their play, and increased the range of natural materials indoors to promote their curiosity and build on their interests. She has developed her understanding of why and how to assess children's learning and, as a result, she has a good overview of how to support each child in her care. Evaluation is also used to identify any training needs and the childminder attends courses regularly to enhance her knowledge and understanding of how to support children's learning. For example, she has attended

several courses on supporting development of children's communication and language skills and meeting the needs of two-year-olds. Since her last inspection, she has obtained a recognised childcare qualification. This has impacted positively on how she supports children's learning and the environment she provides for their learning. The childminder seeks the views of parents and children frequently in order to check if her service meets their family needs. Written testimonials from parents are extremely complimentary of the childminder. They acknowledge her commitment to promoting their child's well-being and her flexibility and willingness to support their family's needs. The childminder has met all actions and addressed the recommendations from the previous inspection as a result of making changes to practice and implementing aspects of her training. The childminder demonstrates a purposeful approach to evaluating her practice, leading to a good capacity for continuous improvement in the care and teaching provided for children.

The childminder has an effective understanding of the importance of working in partnership with other settings and agencies involved with children. Her part-time employment at the local pre-school, where the minded children attend, means that she is able to share and build on any learning observed, in order to promote continuity of care and learning in her setting. She has good links with the local schools and works closely with them to promote school readiness. Overall, children are happy and enjoy the time they spend with the childminder. The skills they learn help to lay firm foundations for their future learning.

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 the following: the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (compulsory part of the Childcare Register)
- inform Ofsted of the following: the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (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	110690
Local authority	Hampshire
Inspection number	839727
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	05/03/2009
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

