

Inspection date	26/11/2014
Previous inspection date	20/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 welcoming and stimulating environment where children are happy and relaxed. Children enjoy their play, concentrate well and engage enthusiastically in their chosen activities.
- The childminder fosters good relationships with the children. She is kind, caring and shows affection towards them to build children's independence and encourage them to become active learners.
- The childminder understands and meets children's individual needs well. She incorporates children's interests and abilities well into the planning of activities, which enables children to gain maximum enjoyment.
- The childminder demonstrates a secure understanding of how to safeguard children in her care, which enables her to promote their well-being effectively.

It is not yet outstanding because

- The childminder does not maximise opportunities to develop children's understanding and interest in words indoors and outside, for example, through displays.

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 childminder's home.
- The inspector viewed a range of paper and electronic records and planning documentation.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector took account of parents' views via questionnaires.
- The inspector discussed safeguarding with the childminder and looked at her safeguarding policy.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

The childminder registered in 1998. She lives with her husband and three children in Blackwater, Hampshire. Their home is close to local schools, parks and shops. Childminding takes place mainly on the ground floor of the home. The children have access to an enclosed garden for outdoor play. The family has two cats and a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding six children, three of whom are in the early years age range and attend for a variety of sessions. The childminder walks children to and from local schools and pre-schools and they visit local parks and the library regularly.

What the setting needs to do to improve further

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

- promote children's interest in written words and help them to understand that print carries meaning, for example through visual displays indoors and outside.

Inspection judgements

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

The childminder's quality of teaching is good. She provides an age appropriate well-organised and stimulating environment to encourage children to explore and investigate. The childminder displays the resources well and this encourages children to be independent and begin to determine their own learning. For example, children decided to use their imagination as they pretended to be the shopkeeper. They engaged happily with the childminder as she pretended to be the customer. Children used toy scanners and credit card machines confidently and accurately to scan the shopping and make payment. As children play, the childminder takes the opportunity to teach and encourage them. For example, she asked them how much the shopping was and 'Do you have any fruit in your shop?' This encouraged the young children to think for themselves and they answered the questions in their own way. The childminder responded well to the children's chatter and utterances and they are beginning to communicate well. Activities such as this promote children's awareness of different types of occupations within the community, and help children to develop their imagination and their communication skills well. The childminder supports children's developing awareness of words and encourages them to repeat words after her to familiarise themselves with the word sounds. The childminder has some education posters on display showing the alphabet, numbers, colours and shapes. However, these displays do not include key words to maximise children's opportunities to learn the structure of words and that they carry meaning.

Children have great fun and show sustained interest in the 'cornflake' tray. During the inspection, they used tools such as scoops and spoons confidently and moved the cornflakes around the tray. They scooped some into a large bucket and carried on until it was full. The childminder used mathematical language such as 'half full' and 'full' as they filled the bucket. She helped the children learn about colours as she named the different coloured scoops and asked the children to find them. This activity stimulated and engaged children for a considerable period. They happily scooped, poured and filled buckets as they chatted in their own way with the childminder. Children demonstrated their independence as they pushed the childminder's arm away as she tried to offer support. The childminder respected the wishes of the children and stood back to observe.

The childminder has good procedures for helping children to settle quickly. She works closely with parents to find out about the abilities and interests of their children before they start. She has a month long settling-in period and during this time she observes and assesses the children's learning and development. She uses the information effectively and this enables her to plan activities appropriately. As a result, children show a strong sense of belonging and no learning time is lost. The childminder completes regular observations and assessments and has regular discussions with parents to enable her to plan an individual learning programme for each child. As a result, children move on effectively in their learning and development. The childminder uses an electronic system for recording observations, assessments and all information relating to the children and their families. The childminder shares children's achievements and progress with parents via the secure electronic system, so that parents are kept up to date with children's progress. The childminder talks to parents about planned activities and these are also included on the electronic system. This enables parents to extend their child's learning at home and promotes a joined-up approach to children's learning and development. The childminder completes and shares with parents the written progress check for two-year-old children. This helps to ensure that any gaps in learning are identified promptly.

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

Children are happy, relaxed and have strong bonds with the childminder. They play with enthusiasm and determination, engaging confidently with the environment and resources. The childminder provides a range of activities to keep children occupied and stimulated. She knows the children well and is aware of their interests and abilities. She gives clear, age appropriate safety instructions that children understand and respect. As a result, children behave well.

Children are developing a good understanding of a healthy lifestyle. The childminder provides children with healthy and nutritious snacks and meals. She teaches children how to wash their hands properly and supports younger children. They enjoy a snack of grapes and bananas and have easy access to water throughout the day. Children have daily opportunities for fresh air and exercise and develop their physical skills further with regular trips to the park to play football. The childminder practises the fire drill with the children to teach them how to keep themselves safe in the event of an emergency. The childminder has organised her space well so children can move freely within the play area.

She displays resources well and they are easily accessible to children. This supports children's growing independence and curiosity. Children have access to a wide range of activities and play experiences to support their all-round development in readiness for their move to pre-school.

The childminder provides a safe and secure environment in which she puts children's safety first. She completes full written risk assessments in the home and for all outings. She helps children learn about their own safety, for example, as she insists they sit in appropriate safety seats while at the table.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and meets them well. She maintains all the required documentation to help support children's safety and welfare effectively. The childminder has a well-written safeguarding policy and has completed training. All adult members of the household are vetted as to their suitability to be with children. This attention to safeguarding helps keep children safe. The childminder uses her electronic system well to review and check the progress children make. She completes a 'Progression Analysis' regularly and this helps her to see at a glance any gaps in children's development or gaps in the activities/experiences she provides. This enables children to make good progress across all areas of learning.

The childminder evaluates her practice effectively. She has made significant improvements since her last inspection and has addressed all previous actions and recommendations effectively. She has identified her strengths and areas for development clearly. She involves parents in her evaluation process and sends out regular questionnaires to seek their opinions on her service. Parents report that they are very happy with the care and education their children receive and feel that the childminder provides a welcoming and child-friendly home. The childminder has identified that she would like to enhance her resources to include a wider range of musical instruments. She intends to complete training to enhance her knowledge and understanding of children's play and development. This demonstrates the childminder's capacity to make continual improvements.

The childminder works well with parents and other providers to enable her to meet the needs of children effectively. She gives parents secure access to the electronic recording system and this provides them with a wealth of information about the setting and the progress of their own children. She establishes good relationships with other settings that children attend. They share relevant information and resources that support children's specific development needs. The childminder has a comprehensive set of policies and procedures to support her practice, which she shares fully with parents. This enables parents to understand her methods, responsibilities and routines.

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	112989
Local authority	Hampshire
Inspection number	817026
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	20/10/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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