

Inspection date	08/12/2014
Previous inspection date	01/07/2009

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 organises her time and space effectively to provide children with a welcoming, family environment where they can play and learn safely.
- Children have excellent relationships with the childminder and one another. They are very kind and considerate and have great fun together.
- The childminder supports children to become independent learners. Children are very confident and make good progress with their learning as they actively take part in a variety of activities.
- Partnerships with parents are good. An ongoing exchange of information promotes consistency in meeting children's individual needs.

It is not yet outstanding because

- The childminder does not make maximum use of print in all play areas to enhance children's understanding of words and numbers.
- The childminder has not fully developed her range of natural resources to strengthen very young children's opportunities to learn about different textures and how things can be used.

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 children's play indoors.
- The inspector discussed the childminder's practice with her.
- The inspector sampled the childminder's documentation.
- The inspector viewed all areas used by children.
- The inspector took into account the written views of parents.

Inspector

Cathy Hill

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband and five children in Farnborough, Hampshire. The property is close to local schools and amenities and there is a park nearby. The whole of the house is used for childminding, with toilet facilities available on the ground floor and provision for children to sleep upstairs. There is a garden available for outside play. The childminder attends the local carer and toddler group. She is currently minding three children in the early years age range at various times during the week. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She works Monday to Friday for most of the year.

What the setting needs to do to improve further

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

- extend the displays of print in play areas to maximise children's opportunities to learn about numbers and words
- increase the variety of natural resources accessible to children to develop further their awareness of different textures and how objects can be used.

Inspection judgements

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

The childminder plans and provides children with a wide variety of activities and learning experiences, both within and outside her home. Children have fun as they play and learn. They show they are independent learners as they actively move from one activity to another, confidently choosing what they do. The childminder joins in with play, and teaches them well as she develops children's knowledge, for example, by asking them questions to make them think. Parents share initial information with the childminder about their child's abilities. Once in her care, the childminder regularly observes children to assess what stage of development they are at and to plan their next steps in learning. The childminder maintains detailed learning records for each child containing written and photographic evidence of their achievements. She shares regular written summaries of children's progress with parents. Parents confirm that the childminder involves them well in plans for their child's learning and say that they know what activities are happening and when. The childminder understands the requirement to complete a written progress check on children's development when they are aged between two and three years.

Children enjoy themselves as they take part in role play. They take out play food from a

picnic basket and the childminder builds on their interest and develops their conversation skills by asking them what their favourite thing is to eat. Children enthusiastically shout, 'bananas' before taking out some ice-cream cones from the basket. The childminder sensitively joins in and plays with children at their level. She reinforces children's understanding of number as she asks children how many cones they have and they confidently and correctly reply. Children show an interest in literature as they sit and look at books, carefully turning the pages and lifting flaps to see the pictures underneath. Labels on some resources reinforce children's understanding of print and words further. However, the childminder does not maximise children's opportunities to learn about words and numbers through visual displays in all play areas. Children are very sociable and have fun playing a game together placing body parts on a toy figure. They recognise and name eyes, arms and a tongue and show good coordination as they attach parts in the correct place on the figure. The childminder praises their efforts and this boosts children's self-esteem and confidence to persevere with play.

The childminder has a good understanding of how children learn and how one activity can help children develop their skills in a number of ways. The childminder allows children to take responsibility for play as they decide to be the leader of a music group. Children hand out musical instruments and one child asks the childminder to sing, telling her they will play the music. Children count the childminder in and, as she sings, children show good rhythm as they play maracas in time to the words. They listen to the words and know when to play quietly and when to increase the tempo. Children play with interactive toys, which support their understanding of technology, and the childminder develops their understanding of the wider world on outings. For example, she takes children for walks, to the library, theme and animal parks, science centres and toddler groups.

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

The childminder's settling-in procedures are flexible to suit the individual needs of children and parents. She is very calm and caring and gives children lots of reassurance and attention. Children have excellent relationships with her and look to her for support, showing they trust in her to provide it. Their emotional well-being is supported effectively by the childminder with lots of cuddles and eye-to-eye conversation, making children feel loved and valued. Children move confidently around the familiar home environment and are very kind and considerate towards one another. They amicably share toys and older children suggest play they know younger children like. The childminder acts as a positive role model and children follow her lead as they politely ask for the modelling machine when playing with dough. Their behaviour is very good and they take responsibility for toys as they help tidy them away after use. Children have easy access to a good range of resources which promote development in all areas in readiness for their eventual move to school. The childminder has started a treasure box with items for babies to explore. However, this does not include a wide variety of natural resources to enhance children's awareness of different textures to further stimulate their senses.

Children are developing a good understanding of how to keep themselves safe and healthy. They follow routine hygiene practice as they wash their hands before eating, and

confidently ask to wipe their hands afterwards. The childminder provides children with individual towels to dry their hands and this minimises the risk of spreading any infection. Children enjoy a healthy snack of strawberries and banana, and drink freely, when thirsty. Their physical development is good and the childminder takes them out daily for fresh air. She secures children safely in a buggy on outings and teaches children about road safety. Children understand that they have to wear seat belts in cars so they do not fall out. They take part in practising the childminder's emergency evacuation drill, which raises their awareness of safety in the home.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She organises her childminding service effectively to provide children with a loving, family environment for their care, learning and play. The childminder continually monitors children's learning, enabling her to plan activities to cover any gaps in their knowledge or skills. Consequently, children are very happy as the childminder engages them in challenging play activities suited to their specific needs and they make good progress. The childminder works in partnership with parents and others, as appropriate, to promote a joined-up approach in meeting children's individual needs. Partnerships with parents are good. Written feedback from parents confirms they are very happy with the childminder's service and that they receive 'good updates' about their child's development. The childminder has a range of documentation in place to underpin her practice. She shares all her policies with parents including, for example, her behaviour and complaints policies. The childminder also maintains and shares records of accidents or medication administered to keep parents fully informed about their child's day.

The childminder has a secure understanding of safeguarding and the procedures to follow with any concerns about children's welfare. She has updated her safeguarding training recently and has a detailed safeguarding policy outlining her procedures. The childminder checks her home daily for safety and has minimised hazards so that children can play safely. For example, she uses safety gates across the entry to the kitchen and stairs to prevent children from going into these areas unaccompanied. Since her last inspection, the childminder has been proactive in completing training to gain a childcare qualification at level 3. She has also updated her first-aid training and completed food allergy training, showing continuing professional development. All actions and recommendations raised at her last inspection have been addressed. The childminder keeps up to date with changes in early years practice and has written an improvement plan after evaluating her service. This shows a drive to continuously improve to provide better outcomes for children.

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	EY309230
Local authority	Hampshire
Inspection number	814967
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	01/07/2009
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

