

Inspection date	10/12/2014
Previous inspection date	12/11/2009

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

- Children enjoy their time with the childminder. They are welcomed into a warm, friendly home where they are all valued and included.
- Children feel safe and secure with the childminder, and arrangements for safeguarding the children are robust.
- The childminder fosters children's confidence and self-esteem well, through the support and encouragement given during free play and adult-directed activities.
- The childminder makes sure the environment provides children with good opportunities to choose their play materials and follow their individual learning styles.

It is not yet outstanding because

- The children thoroughly enjoy the time spent outside in the garden; however, there are few resources provided which children can explore, build, move and role-play in a variety of ways.

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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor learning environment.
- The inspector invited the childminder to carry out a joint observation.
- The inspector took account of the written views of parents, and those spoken to on the day.

Inspector

Alison Large

Full report

Information about the setting

The childminder registered in 2006. She lives with her husband and their two children in a house in the Stanmore area of Winchester in Hampshire. All areas of the ground floor are used for childminding. There is a fully enclosed 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. There is currently one child on roll in the early years age range, who attends on a part-time basis. The family have no pets. The childminder holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- review and develop the outdoor space to give children a full range of activities, which support all areas of their development.

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 children learn, by providing a stimulating and well-organised environment. They are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. The childminder ensures the educational programme offers the children interesting and challenging experiences across the different areas of learning. The childminder gets down on floor level to play with the children and she interacts with them well. Children are actively involved in their play, confidently selecting and exploring resources. During creative play, they use scissors and glue and enjoy creating an igloo or another type of home from around the world. They sit happily discussing the house they are each making and finding the resources to make their models. The childminder has supported them to research the different types of homes using the internet and pictures of different types of houses are displayed around the room. Children's mathematical skills are developing well. Children talk about shape and size during some activities, and they are learning to count confidently during their play.

The childminder enjoys supporting children's learning and takes an interest in what they say and do. Children's vocabulary is promoted due to the good interaction between the childminder and child. The childminder records observations of children's progress within their learning journals and she has a very good knowledge of each child's learning needs. Children's progress records also include lovely photographs of the children engaged in activities, which provide an excellent record for parents, and children are able to share the exciting events they have participated in. The childminder uses very good teaching

methods as she sits at the children's level, uses eye contact, listens and responds to what the children are saying and asks effective questions.

The learning environment is bright and well organised, allowing children to play freely. The childminder has a very good partnership with the parents. Parents sign a wide range of agreements when their children first start with the childminder including information on children's needs and development. This information enables the childminder to know each child's skills and abilities when they join the setting. Parents are kept fully informed about their child's learning and development via the information given each day and the regular sharing of the child's learning story. Children benefit from a caring childminder who meets their needs well and supports them in making good progress in their learning and development. The childminder has not yet needed to implement the progress check for two-year-old children. However, she has a very good understanding of how to complete it should she need to.

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

The children are secure and happy in the childminder's care. They develop warm relationships with the childminder and her family. She provides a welcoming environment for the children and is sensitive to their needs. She helps children to learn skills to prepare them for their later lives, such as sharing, taking turns, and being polite and kind to each other. They enjoy the many activities provided, and talk excitedly to the childminder and each other when playing with the cars or the construction toys.

The childminder promotes children's safety effectively and good systems are in place to ensure the home remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure, and talk about road safety. Children learn about keeping healthy as the childminder talks about foods that are good for them at meal times and why they need to wash their hands before eating or after using the toilet. They access the outdoors in all weathers to have regular fresh air and exercise. They enjoy playing in the garden or visiting local parks or play areas. However, the outdoor area is not used to its full advantage to make sure that all areas of children's learning and development are promoted in different ways. This does not support fully those children who prefer to play and learn outside.

The childminder has effective systems in place for behaviour management. Children behave well, the childminder implements appropriate behaviour management strategies to encourage good behaviour. The childminder helps prepare children for the move to school, by encouraging them to develop the skills needed, such as developing independence and recognising their written name. This ensures a smooth transfer, consistency of care and learning and reassurance for each child.

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

The childminder promotes children's welfare and supports their learning and development very well. She is very motivated and committed and continually strives to improve her practice. She has developed a very good understanding of the learning and development requirements to help children make good progress towards the early learning goals. The childminder safeguards the children well as she has a clear understanding of the procedures to follow should she have a safeguarding concern. She has a very good awareness of child protection issues and has a clear safeguarding children policy. This informs parents of her responsibility to act on any concerns she may have about the children in her care. The childminder and other household members have undertaken the required suitability checks; and the childminder ensures she always supervises the children well.

The childminder fully promotes children's safety both in the home and when out on walks or trips. She conducts thorough risk assessments within the home and for outings, to ensure hazards are minimised. The childminder promotes equality and diversity well and offers a very inclusive setting. The childminder has systems for self-evaluation in place, which highlight her strengths and identify areas to develop. The childminder is committed to continual improvement in the setting and providing very good care.

The childminder has an excellent partnership with the parents, they comment on the wonderful care and attention she gives the children and how the children are always excited and eager to spend time with her. Parents receive thorough feedback about their children's routines and achievements each day and she shares a wide variety of information with them. This enhances children's experiences in the setting and ensures parents are involved in their child's learning. The childminder is aware she needs to make links with other early years settings children attend to ensure continuity of care. She has made links with the local schools the older children attend to ensure information is shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY333647
Local authority	Hampshire
Inspection number	815137
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	12/11/2009
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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