

Inspection date	10/12/2014
Previous inspection date	09/10/2008

The quality and standards of the early years provision	This inspection:	2
	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		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

- Teaching is good. The childminder knows children well and enables them all to make good progress given their starting points. As a result, children prepare well for the next stage in their learning.
- The childminder's nurturing manner helps children to form secure emotional attachments and develop confidence. This builds a secure base for children's independence.
- The childminder has a good understanding of safeguarding and child protection procedures. She promotes a safe and secure environment as she effectively minimises all risks and hazards.
- Children are developing good communication skills. This is because the childminder sensitively uses clear and precise language with them.

It is not yet outstanding because

- Opportunities for parents to share what their children do at home are not yet embedded to fully promote a partnership approach to extending children's learning.
- The environment is not consistently rich in print, signs, labels and symbols to help young children develop further skills and interest in the meaning of words and numbers.

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 had a tour of the premises and observed children playing.
The inspector looked at children's development records, a selection of policies and children's records and checked evidence of the childminder's suitability and that of all adults living on the premises.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document and completed questionnaires form parents.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband and two children in Aldershot, Hampshire. The home is close to shops, parks, schools and public transport links. All of the home is available to children for play, and sleep facilities are available on the first floor. There is a garden for outside play. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She walks and/or drives to local schools and pre-schools to take and collect children. She also attends the local parent/toddler groups. There is currently one child on roll, who is in the early years age range.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to contribute more information about what children do at home, and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning
- enhance the learning environment by making it rich in print, signs, labels and symbols to help young children develop further skills and interest in the meaning of words and numbers.

Inspection judgements

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

The childminder's teaching is good and she interacts well with children by linking different aspects of learning together. For example, she teaches children about colours and shapes as they complete jigsaws. Therefore, helping them to develop their small physical skills, and understanding of space and size. Children develop their language, and their enjoyment of music, well as they enjoy listening to and joining in at singing time. As a result, children show that they are developing listening and attention skills, as well as their vocabulary. The childminder effectively extends the singing activity by encouraging children to move in a variety of ways. For example, they jump, hop and roll up in a ball. The childminder sits with children and reads to them. Children enjoy turning the pages and looking at the pictures as they count the number of caterpillars on each page. Consequently, children are developing an enjoyment for books, acquiring early literacy skills and developing their awareness of numbers and counting. The childminder places a strong emphasis on allowing children to respond in their own time, and this ensures children are active participants in their own learning. Children enjoy art and craft activities.

For example, during the inspection, children enjoy a painting activity which the childminder extends, to further their enjoyment, by introducing a printing activity. Children giggle as the brush and paint tickle their feet. They step onto a piece of paper and smile when they see the results of their work. Children have access to a garden, and have frequent opportunities to visit playgroup sessions and parks within the local community. This helps them to develop their physical skills well and learn how to interact socially with others. As a result, children acquire the skills needed for their future learning and school.

The childminder has a good knowledge of the Early Years Foundation Stage. She uses this well to support children's learning and development. The childminder uses information gained from parents and ongoing formative observations of children's achievements to carefully assess children's starting points and monitor their progress. She effectively identifies the next steps for children's learning, and provides learning experiences that are purposeful and developmentally appropriate. This means that children are motivated and interested and, consequently, they make good progress in their learning and development. The childminder demonstrates a clear understanding of how she will successfully complete progress checks for two-year-old children. Parents receive regular updates about their child's learning and development, and have access to their child's learning journey on a regular basis. The childminder also provides a daily diary, which means that parents are kept informed of their child's time with her. Regular communication ensures the exchange of information between home and the childminder. However, this is not yet highly effective in gathering information from parents about children's experiences at home, to fully complement their learning.

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

The childminder knows the children she looks after very well. This is because she has gathered information from parents during settling-in visits about children's individual interests and their routines. The childminder uses this knowledge effectively. She plans for each child individually and provides continuity of care. Children respond well to her nurturing and affectionate approach, and she treats them like one of the family. As a result, children are very happy and settle well in her care. The childminder encourages children through the effective use of praise, which positively boosts their self-esteem. Children are, therefore, gaining good skills which will help them when the time comes for them to move on from the childminder's setting.

The childminder has a large variety of interesting resources enabling children to make some independent choices in their play. Although there are books for children to see numbers and letters there are very few opportunities for children to see examples within the play environment. For example, there are no labels on the resource boxes, posters of signs to help children see numbers and letters in context. The childminder encourages children to follow good hygiene procedures by encouraging them to wash their hands before eating and after going to the bathroom. The childminder works in partnership with parents in order to help children become independent with their own personal care. Parents currently provide meals for their children. The childminder helps children to develop their understanding of making healthy choices. This is through discussing what

foods are good for you and what foods are for special occasions and treats.

Children have access to the outdoor environment where they are able to play with sand and water. They practice their physical skills on a suitable range of outdoor play equipment. The childminder discusses road safety with children as they walk to school on a daily basis so that they develop a good awareness of road danger and how to walk to school safely. The childminder provides children with consistent support and guidance. This ensures that children understand the boundaries and expectations within the setting. She acts as a positive role model and has appropriate systems in place to effectively manage children's behaviour. The childminder also uses positive strategies to reinforce acceptable behaviour according to the children's age and stage of development. Consequently, children are learning how to behave through the childminder's effective sensitive and caring support.

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

The childminder has a good understanding of her responsibility to ensure that her practice meets the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder had a clear understanding of signs and symptoms that would cause her concern in regard to children's safety and well-being. She knows the processes to follow and who she must refer her concerns to. As a result, she promotes children's safety effectively. Children's safety is considered well through robust risk assessments being carried out regularly. For example, the garden and home are effectively secured, and hazardous substances and sharp implements are kept out of reach.

The childminder demonstrates a strong commitment to the continual improvement of children's achievements. For example, she regularly reviews and monitors her provision to ensure children are developing and progressing well. She regularly attends training and networks with other childminders so that she is continually updating her knowledge and understanding. The childminder has made good progress since the last inspection. She has addressed all recommendations since her last inspection and now has a level 3 childcare qualification. Improvements have clearly had a positive impact on children's care and learning. The childminder informally identifies plans for the future to continue to enhance her provision. For example, she will ensure that she meets the current food legislation in regard to food allergies. The childminder establishes positive relationships with parents, in order to develop a consistent approach to children's care and well-being. Friendly face-to-face exchanges take place and she uses a daily diary as an additional tool to promote two-way communication. Parents' views are valued and encouraged, for instance, through questionnaires, which reflect complimentary views.

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	EY365349
Local authority	Hampshire
Inspection number	828946
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	09/10/2008
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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