

Inspection date	07/01/2015
Previous inspection date	18/08/2009

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

- The childminder provides a safe, welcoming and stimulating environment for children.
- The childminder plans a broad range of activities and experiences in the home and on outings, which enhances children's learning.
- The childminder monitors children's learning and progress effectively, which helps her to promote their good progress.
- Positive partnerships with parents and other professionals enable the childminder to meet children's individual needs well.

It is not yet outstanding because

- The childminder has not considered enabling children to use money to pay for items when on outings to extend their problem solving skills with numbers.
- The childminder does not always help children to learn the correct version of the words they use in their conversations.

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 activities in the childminder's home and garden.
- The inspector talked with the childminder and children about their activities.
- The inspector sampled documentation that included policies and children's progress records.
- The inspector took account of parents' views obtained from their letters written specifically for the inspection.

Inspector

Brenda Flewitt

Full report

Information about the setting

The childminder registered in 2000. She lives with her husband, four adult children, and one school-aged child in a house in Ringwood. She mainly uses the ground floor of her home for childminding, and provides sleeping facilities on the first floor. There is an enclosed rear garden available for outdoor play. The family has two pet dogs, to which the children have supervised access. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder receives funding to provide free early education for children aged two, three and four years. There are currently 13 children on roll, of whom five are in the early years age group. The childminder also cares for children over the age of eight years. The childminder holds an early years 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:

- extend children's understanding of mathematics by providing opportunities for them to use money in real situations
- develop consistency in developing children's language skills by repeating the correct version of their words back to them.

Inspection judgements

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

Children are happy, settled and confident in the care of the childminder. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a warm, welcoming and stimulating environment where children learn through play and exploration. The childminder supplies a good range of play equipment, which she arranges thoughtfully so that children can select independently to extend their own play and learning. The childminder monitors children's progress effectively. She uses a clear system for recording her observations, and uses child development guidance successfully to identify and plan for the next steps in children's learning. The childminder has a good understanding of her responsibility to carry out progress checks for two-year-old children. The childminder gains information from parents about their child's interests and home activities when they first attend. She shares ideas with parents about extending children's learning at home. All this helps the childminder to promote children's good progress in their learning and development.

The childminder plans a broad range of activities to promote children's learning linked to

their interests, and she values their ideas. For example, when children enjoy make-believe play, the childminder supplies extra resources such as blankets and torches to extend their play. At the inspection, children had fun 'reading' stories to their 'babies' in the dark tent, lighting up the books with a torch. Children who like to play outside benefit from a well-resourced garden area. They use sand and a good range of tools and equipment to explore and experiment, filling and emptying containers. They act out real-life situations and skills using their imaginations well as they make 'porridge' and 'jelly'. Children learn about nature as they hunt for bugs under stones and logs. Overall, the childminder encourages children's language and communication skills well. She joins in their play and talks with them, naming objects, people and actions as she encourages their conversations. However, she does not always extend children's language skills further. For example, at the inspection, she missed the opportunity to repeat back the word 'read', when children said they had 'readed' a book.

The childminder makes good use of the local environment to provide outings that enhance children's learning through meaningful experiences. She regularly takes children to the library, where they hear stories in a different environment, promoting their interests in books. Children enjoy visits to a caf, where they develop social skills as they meet other people and learn how to behave in a more adult environment. The childminder encourages children's literacy skills as they make choices from the menu. However, she had not considered extending their understanding of mathematics by enabling them to use money to pay for the items they choose.

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

Children are happy and confident in the care of the childminder; they develop good relationships with her and one another. The childminder finds out useful information from parents to enable her to meet children's individual needs and help them feel secure. The childminder provides familiar routines and clear explanations, which contributes to children behaving well. She encourages them to take turns and think about the effect of their actions on others. The childminder praises children's efforts and achievements regularly, which boosts their self-esteem and confidence. The childminder helps children to be aware of their own safety as she reminds them about the dangers of unfamiliar people and animals. She teaches children traffic awareness and safe routines for crossing roads.

The childminder promotes children's healthy lifestyle well. She plans daily fresh air and exercise through garden play and outings. The childminder enables children to make choices from healthy options at meal times. For example, she offers a choice of fresh fruit at snack time and encourages children's increasing independence in preparing their food, encouraging children to help peel fruit. She uses everyday activities such as this to raise children's awareness of number. She asks them to work out how many cups they need and to share pieces of fruit out fairly. The childminder promotes children's understanding of the importance of healthy eating through discussion, stories and cooking activities. The childminder helps children learn good procedures for their personal hygiene, and independence in managing their clothes. This all helps children to develop skills for the

future and starting school.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. The childminder completes detailed risk assessments which help her to provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She is clear about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps her knowledge up to date by regularly attending training. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and real experiences, and she knows how to promote good progress in their overall development. The childminder monitors children's progress effectively, which gives her an overview of their learning and helps her to identify any gaps.

The childminder promotes positive partnerships with parents and other professionals. She supplies important information about her childminding service by way of written policies, discussion, and displays in her home. The childminder encourages daily exchange of information with parents so that she can meet children's individual needs well. This includes conversations and a written daily diary. Parents say that their children are very happy to attend. They report positively about the 'nurturing' and 'home from home' environment as well as the stimulating activities through which their children learn. Parents appreciate the good communication and ideas the childminder shares for extending their children's learning at home. When children also attend other early years settings, the childminder shares important information, which promotes consistency in children's care and learning.

The childminder has successfully addressed the recommendation set at the last inspection, which has improved aspects of the planning of activities. The childminder reflects on her provision in order to make adjustments in her resources to improve children's learning experiences. For example, she has provided a computer, which has helped children learn skills with modern technology. The childminder increases her knowledge and keeps up to date with changes by attending training. By attending a phonics workshop, the childminder has been able to enhance how she teaches children speaking and listening skills. Regular contact with other childcare professionals means that they share good practice ideas. This helps her to continue to develop the service she provides for children and their families.

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	151040
Local authority	Hampshire
Inspection number	841880
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	18/08/2009
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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