

Inspection date	31/01/2013
Previous inspection date	06/05/2009

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 child-friendly playroom that is bright and welcoming with easily accessible toys and resources, which offer a good range of learning experiences.
- Children feel safe, secure and happy with the childminder and arrangements for safeguarding the children are strong.
- Children are well supported as the childminder works well with parents, keeping them fully informed about their child's progress and achievements.
- Children thoroughly enjoy their time with the childminder because they take part in a good range of activities that are stimulating and fun and support all areas of their learning.

It is not yet outstanding because

- the childminder does not always make the most of opportunities to encourage children to use a wide variety of writing resources in the outdoor areas
- the childminder has yet to establish a robust system to demonstrate to parents how she uses her observations effectively to support how she plans for children's next steps.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 held discussions with the childminder at convenient times throughout the inspection.
- The inspector observed activities and the quality of care and learning offered
- The inspector talked with available parents
- The inspector looked at children's observation and assessment records.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 2000. Childminding takes place in the family home in Portchester, Hampshire. Minded children use all areas of the property except the main bedroom. Children have daily opportunities for outdoor play within the large secure garden and at local parks. The childminder takes children to other child based activities within the community. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six children on roll, all are in the

early years age group and attend on a part-time basis.

What the setting needs to do to improve further

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

- enhance the resources for mark making outdoors to develop children's emergent writing skills
- develop recording systems of observations and assessment to enhance the information shared with parents about their children's progress and development.

Inspection judgements

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

Children are settled, feel relaxed and comfortable and have close and trusting bonds with the childminder. They are happy, busy and making good progress from their own starting points. Children are active in choosing resources and becoming involved in activities. The designated playroom has toys and resources that are easily accessible enabling children to make choices about what they play with, so they become independent learners.

Children are inquisitive in their play and show good levels of interest in their early use of books; for example, they independently crawl over to the books which they enjoy sharing with the childminder. Communication and language, and children's literacy are promoted well by the childminder through discussion, sharing books and singing activities. The childminder positions herself at the children's level as they play and picks up on any gestures or facial expression to aid children's communication and language. She uses children's interests such as singing to further support their language development and to build their vocabulary. There are some opportunities indoors for children to develop their early writing skills, for example, using pencils, chalks and paints. However, these resources are not yet enhanced outside, to further support and encourage children to use a wide variety of resources for their emergent writing.

Children continue to develop their awareness of shape and space through everyday play. They are also further developing their mathematical skills through routines as the childminder uses numbers in meaningful ways. For example, as children go outside to play they look to see how many red cars they pass, count the paving stones and look at the numbers on the house doors.

The range of toys and resources is plentiful, suitable and well organised in storage containers to enable children to independently select what they would like to play. Children access a wide range of technological equipment including musical resources, which supports their developing understanding of how things work. Mathematical ideas are consistently introduced into play by the childminder resulting in children having very good counting skills

The childminder has begun to collate informative written observations of children in their play. She uses her observations of the children's play to successfully consider appropriate activities for their individual stage of development. At present, systems to support the childminder to show parents how she effectively links her observations to plans for children's next steps in learning are less developed.

The childminder positions herself alongside the children, playing with them and creating a good balance of adult-led and child-initiated play. She initiates some games or children can be independent in their play, having a broad range of activities which are well targeted to their stage of development.

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

Children have established trusting relationships with the childminder. The childminder ensures that all children are fully included and helps them to develop confidence. The childminder enables them to take part in a wide range of activities and play experiences inside the home. They are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. The childminder is very supportive of children's independence as she knows that this gives them the skills they need when they make the transition to pre-school and school.

Children's dietary needs are fully recognised and met in consultation with parents as they are offered nutritious snacks. Children are encouraged to develop their self-care skills as they begin to use spoons to initiate and develop their independence in feeding. When appropriate they are encouraged to use the bathroom independently and all children wash their hands knowing why and when they do so.

The childminder is very supportive in helping young children in her care to begin to develop their skills. She supports younger children as they begin 'cruising' by organising the low-level equipment so that they can pull up to a standing position and shuffle along as they attempt to walk.

Children develop a positive attitude to keeping healthy as they engage in a range of physical activities, both indoors and out of the home. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children enjoy regular visits to the library and have favourite rhymes which they join in with enthusiastically.

Children's behaviour is good. They get on well with each other and the childminder uses

positive techniques to manage behaviour, including lots of praise and encouragement. As a result, children have a willingness to participate, learn and develop good habits for the future.

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

Effective systems are in place and fully understood by the childminder to ensure children remain safeguarded throughout their time with her. For example, the childminder has a good understanding of child protection and the procedures to follow should she have any concerns about a child's well-being. She has a good understanding of her role and responsibilities. All areas of the premises, including the garden are secure and children are well supervised.

Communication links with parents are fully valued by the childminder. She works closely with parents to tailor for the specific needs of each child. Parents receive feedback which enables them to be fully aware of their child's daily routines and activities. Clear discussions are held with parents before children attend, to ascertain children's different stages of development. This enables the childminder to plan effectively for children's continued learning from the outset of care. This means that children have good consistent care and support for their learning. Parents appreciate the childminder's flexibility and the secure, fun environment she provides. Parents and carers are very happy with the childminder's service commenting that due to the childminder's input their children are making good development in all areas. The childminder liaises well with schools and day-care settings to share information about children's progress and development. This helps her to provide complementary activities and meet children's individual needs.

The childminder is motivated and enthusiastic in her work. She has a reflective nature and the ability to be self-critical. She uses diary entries of each day's activities and considers how these can be improved next time. She has a drive for improvement and is keen to increase her knowledge and skills through ongoing training.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	510585
Local authority	Hampshire
Inspection number	899737
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	06/05/2009
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 that are usually their 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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