

Inspection date	15/04/2013
Previous inspection date	10/02/2009

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 are confident and motivated to learn as they develop close bonds with the childminder who enjoys getting involved in their play.
- Children's learning and development are reviewed regularly and the childminder makes plans to help them move on. As a result, they make good progress.
- Successful partnerships with parents and links with other settings children attend help children when moving to pre-school and school.
- Effective joint working between the childminder and his co-childminder results in the efficient, smooth and safe running of their service.

It is not yet outstanding because

- the childminder provides fewer opportunities for children learn about measurement and weight than other areas of mathematics
- the childminder does not always emphasise the importance of good hygiene routines and healthy eating.

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 activities in all the rooms on the ground floor and outdoors.
- The inspector had discussions with a parent, both childminders and the children.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records and safeguarding procedures, and information provided to parents.

Inspector

Jacqueline Munden

Full Report

Information about the setting

The childminder registered in 2005. He lives and works with his wife, who is also a childminder registered in her own right, and two adult children. Both childminders have equal responsibility for the childminding practice. They live in a house in Fareham within walking distance of schools, shops and recreation areas. The whole of the ground floor of the home is used for childminding, with toilet facilities provided in this area. Sleeping facilities are available upstairs. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 19 children aged under eight years on roll. Of these, nine are in the early years age range. The childminder supports children with special educational needs and/or disabilities, and children learning English as an additional language. The childminder holds a relevant early years qualification at level 3 and is a member of the Hampshire Quality Assured Network of Childminders.

What the setting needs to do to improve further

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

- increase children's awareness of health and reinforce messages about healthy eating and the importance of hygiene routines
- extend the opportunities for children to learn about measurement and weight

Inspection judgements

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

Children are making good progress and developing their future skills. This is because the childminder and his co-childminder assemble a wide range of information about each child. This begins before the children start with settling in sessions and discussions with parents. Parents are fully involved in their children's learning and contribute to the written records of development. They continue to update the childminders about their children's interests and achievements at home. This information and the childminders' own careful assessments help them to move the child on to the next stage in their learning. By closely working with others, children that are not reaching the expected stages of development, receive targeted support to meet their additional needs.

The childminder and his co-childminder provide a variety of good quality play and learning experiences both within and outside the home. He has a secure understanding of the areas of learning covered during play activities. For example, children go on nature walks and explore the trees and other things they see. The childminder takes pencils and paper for children to draw what they see. This encourages children to look in more depth at objects and develop their observation and creative skills. They make bark rubbings and compare how they differ from tree to tree. Children's vocabulary increases as well as their knowledge of the natural world as they learn words such as leaves and bark.

Children respond well to the childminder's bright and fun approach. They are excited and join in together when he sets them challenges, such as a dance or drawing competition. This helps children feel included and builds their confidence. Children riding the scooter in the garden are keen to take part as the childminder suggests chalking a roadway on the ground. He uses this to encourage children's early writing skills and to enhance their imaginary play. Children draw lines, some to ride the wheeled toys between. They call out, 'nee naw', as they ride their 'police' bike along. The childminder skilfully extends children's learning by encouraging them to count the lines and write the corresponding number under them. These teaching methods promote all areas of learning well. However, the childminder does not plan as well for activities to teach children about weighing and measuring, so their progress in this area is not as good.

The childminder helps children learn about different cultures and people in the world by providing new experiences, such as eating with chopsticks. The childminder supports babies as they stand up and encourages them to move around the furniture and play equipment. This strengthens their muscles and builds their confidence to take their first steps. Interesting electronic toys attract babies' attention and help them develop their coordination. Babies concentrate and very precisely press buttons and grip to turn switches, beaming with delight when they make a sound or a light flashes.

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

The childminder and his co-childminder take care to get to know all the children quickly. They share information from parents with each other to make sure they meet each child's individual routines. This means that babies develop strong attachments and happily reach to the childminder for a cuddle. Children behave well and react positively to the consistent age-appropriate boundaries set and by both childminders. The childminder talks about issues with them in a caring manner. Therefore, children learn to consider others and to manage their own feelings. This shows that children feel safe and secure with the childminder and helps them develop firm friendships with others.

The childminder is keen to promote exercise and physical activity to support children's good health. He enjoys spending time outdoors with the children and encourages them to develop physical skills, such as kicking the ball. The childminders follow their planned

hygiene procedures when caring for children's personal needs. However, the childminders do not always reinforce the importance of the children following hygiene routines, or encourage them to learn about the importance of healthy foods. Children are gaining a good understanding of risk as they dash up and down on the scooter. The childminder talks to children about keeping safe as they play and points out everyday situations that could be hazardous. As a result, children decide to hop up on the seat to avoid tripping over the vacuum flex.

The wide range of play equipment and the attractive play environment promotes children's all-round development well. The well-planned garden provides areas to ride wheeled toys, for climbing and exploring and to sit in the shade. The childminder makes some resources himself that engage children in their learning, such as number cards. The childminders have developed the indoor play areas so that children can play independently and make choices about what to play with. Children learn positive skills and attitudes to exploring and learning, building friendships and some aspects of their self-care. This prepares them well their future learning.

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

The childminder has a secure understanding of his responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. He and his co-childminder organise their time and themselves well, which means their service operates smoothly on a day-to-day basis. They have established some clear roles and responsibilities. For example, the childminder takes overall responsibility for maintaining appropriate records, all of which are in place. He writes and updates the comprehensive range of policies and procedures that underpin their good practice. The childminder makes sure his co-childminder is aware of any changes made, such as those made recently to the safeguarding policy to make sure it meets current guidance. The childminder has attended advanced training in child protection. He is fully aware of the signs and symptoms of abuse and knows how to make a referral. Thorough risk assessments and his prompt reaction to hazards as they occur, keep children safe.

The childminder is very aware of his responsibilities in meeting the learning and development requirements. Since the last inspection, he has been instrumental in improving the outcomes for children. He has amended and improved the systems used for assessment and planning. The colour coding on tracking sheets makes it easier to monitor children's progress. The childminder has a positive attitude towards continual development. He welcomes feedback from children and parents and works closely with outside agencies to identify areas to develop further. The childminder is keen to provide children with resources from natural materials and fewer man-made toys to encourage more exploration in their play.

The childminder recognises the benefits of forging strong partnerships with parents and

others involved with children's care. He generally does the school run and uses these opportunities to exchange information with staff, which he then relays to parents. This works effectively and helps children to settle in to school life and provides continuity in managing children's behaviour. The regular discussions with parents means the childminder can respond quickly to meeting children's needs. For example parents feel their children's speech is improving and that they benefit from developing physical skills, such as catching a ball because of the support given by the childminder.

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 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 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	EY311686
Local authority	Hampshire
Inspection number	843842
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	10/02/2009
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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