

Inspection date	01/07/2014
Previous inspection date	27/04/2009

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

- The childminder provides a safe environment. This enables children to feel protected, happy and settled as they can explore and investigate.
- The childminder effectively promotes all areas of learning and development through play; consequently children have fun and enjoy their activities.
- Children visit local groups and parks, which effectively supports and promotes their physical and social development.
- The childminder establishes good relationships and communication effectively with parents, which contributes to children's well-being.

It is not yet outstanding because

- On occasions older children take the lead in play and activities, which results in some younger children not always being fully involved.

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 play and the childminder's interaction, indoors in the two main play areas and the garden.
- The inspector spoke with the childminder at appropriate times throughout observations.
- The inspector examined documentation including children's records, learning journeys, policies and procedures.
- The inspector took account of parental views through references and letters for the inspector.
- The inspector gave feedback at the end of the inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

The childminder registered in 2008. She lives with her two children in a house in a residential area of Hook in Hampshire. Local shops, park and Hook Infant and Junior Schools are within walking distance of the home. All areas of the home are accessible to the children and there is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently looking after four children and of these three are within the early years age range, all children 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 older and younger children's relationships together, so they can further learn to share and cooperate together.

Inspection judgements

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

Children show pleasure within the childminder's company, as they interact and play well with her. The childminder is competent at supporting the children and engages consistently with them to enhance their learning. This in turn promotes their feeling of security and their skills for future learning. Children are making good all round developmental progress while in the childminder care. She prepares them well for school. This is due to good amount time and attention the childminder gives the children. Children independently make choices and decisions as they access toys and resources from low-level drawers and shelves. The childminder develops the children's understanding of the written word as they look at the labels on their cereal as part of their snack. This helps to promote their understanding that print carries meaning. Children fine motor skills are also well supported at snack time, as they cut their own fruit.

The childminder effectively supports children's communication and language. She consistently talks with the children and asks a good amount of questions. In addition, she sings songs and uses nursery rhyme music to promote children's speaking skills. Children enjoy a good range of opportunities to explore art materials and be creative. For example, children enjoy exploring the mud in their shoes and discuss the patterns they are making with their friends. Children enjoy and have free opportunities to create pictures and explore with the glue and paint which the childminder provides. This supports their expressive arts and design. Children's mathematical development is very well supported as the childminders helps them play large board games in the garden, which includes number

sequencing, subtracting and adding on.

The childminder has a secure knowledge of the learning and development requirements and of the observation, assessment and planning cycle. She has a good understanding of how the children are progressing and their next stages in development. The childminder is aware of the requirement to complete two-year-old progress checks, when appropriate, which she intends to share with parents to promote continuity in children's care and education.

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

Children are clearly happy and comfortable within the childminder's home. They demonstrate they feel secure and safe and explore the environment with confidence. All children play confidently within the childminder's home and readily approach her for assistance in their games and for help. The childminder develops the children's understanding of safety well, through play and discussions, for example as they use knives for cutting and discuss how only the childminder can use the apple cutter as this is dangerously sharp. In addition, routine fire drills are regularly practised to enable children to feel confident of what to do in an emergency.

The childminder helps children to be independent and look after their own personal needs. She effectively celebrates their self help skills, for example, seeing to their own toileting needs independently and putting on their own shoes. This helps them to feel confident and happy to advance their skills ready for their transition to school. Overall the children behave well. However, occasionally older children take a more dominant role in younger children play and activities. This means at times younger children are not always so ready to join in. The childminder gives the children a good amount praise and encouragement, which promotes the children's self esteem.

Children learn about healthy eating and the benefits of exercise through regular discussions and daily routines. They enjoy healthy snacks and meals, and have access to fresh drinking water which helps them to maintain a healthy lifestyle. Children enjoy regular opportunities for outdoor and physical play. For example, they go outside for free play, where they have access to play in the mud kitchen and explore the play equipment. This effectively supports and builds upon the children's physical development.

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

The childminder protects children's welfare as she has a good understanding of the safeguarding requirements of the Early Years Foundation Stage. She demonstrates a secure awareness of the procedures to follow if there is a concern and fully understands her duties for child protection. The childminder has a range of policies and procedures in place. These include a detailed safeguarding policy which incorporates the use of mobile phones and cameras. The childminder has an accurate understanding of how to maintain

children's welfare. She is first aid trained and this enables her to act suitably if an accident should occur. The environment in which children play is safe and secure and the childminder is diligent in carrying out daily risk assessments. This promotes children's welfare and safety.

The childminder is confident in her understanding of the learning and development requirements. She plans activities for the children, which ensures that their learning is tailored to support their next steps. This provides a firm foundation for the future and enables children to make very good progress in their learning. Partnership with parents and others is strong. The childminder has good working relationships with the children's key workers, which promotes continuity in care. Parents speak highly of the childminder and comment that she provides worthwhile activities and is great communicator. They have a good amount of information available to them, such as information boards. In addition, verbal communication is exchanged between the childminder and parents on a daily basis.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY378355
Local authority	Hampshire
Inspection number	815745
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	27/04/2009
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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