

Inspection date

Previous inspection date

19/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 warm, welcoming and stimulating environment where children are happy and relaxed.
- The childminder provides a good range of resources and play experiences that reflect children's interest and abilities. Children enjoy their play and happily engage in activities.
- The childminder demonstrates a good understanding of how to protect children in her care, which enables her to promote their well-being effectively.
- The childminder fosters good relationships with parents. A joined-up approach to children's learning enables them to make good progress in their learning and development.

It is not yet outstanding because

- Opportunities are not always maximised for children to develop their awareness of key words within the learning environment and strengthen their understanding that print carries meaning.
- Not all children have had the opportunity to practise the fire evacuation procedure to enhance their understanding of safety within the home.

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 inside and in the garden of the childminder's home.
- The inspector looked at children's learning journals, planning documentation and a selection of policies and procedures
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views via questionnaires.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children in Chineham, near Basingstoke, Hampshire. Most of the ground floor rooms are used for childminding with access to the first floor for sleeping and using the bathroom. There is a fully enclosed rear garden area available for outside play. The childminder has one cat. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local school and pre-schools. There are currently eight children on role. Three of them are in the early years age group. Children attend for a variety of session. The childminder operates all year round from 8am to 5.30 pm Monday to Saturday.

What the setting needs to do to improve further

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

- maximise children's opportunities to learn about words in the environment by providing varied experiences and opportunities to see and use an increasing number of words
- enhance children's safety further by practising the fire evacuation drill regularly to ensure all children understand how to keep themselves safe.

Inspection judgements

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

The childminder offers children a wide range of activities and play experiences that support them in making good progress toward the early learning goals. Children are happy and relaxed as they confidently engage in purposeful play both inside and outside. For example, younger children enjoy looking at their favourite books. The childminder sits on the floor alongside them to read the story to them. She changes her voice to add interest and encourages the children to use their imagination and make up different scenarios to the story. The childminder provides a range of different characters that are in the story. The children show sustained interest in these and use them to act out the different scenarios they have made up. They enjoy playing with them so much they take them into the garden. They place some of them carefully by the fence and take another one around with them as they ride on the bike. They use their imagination well as they tell the characters 'to sit and watch me as I go to the shops'. The childminder extends children's knowledge and understanding well. She talks to them about what type of shops they are going to, and asks them what they would buy there. These activities help children to

develop an interest in books and use their imagination well as they take the story and the characters into other areas of their learning. Children enjoy listening to stories and they have free access to a good range of books. However, they have fewer opportunities to learn about words in the environment, as the childminder does not display key words inside or outside.

Children enjoy the time they spend outside and have access to a good range of activities. This allows younger children, with short attention spans, to move from one activity to another quickly and continue to engage happily in their play. They develop their physical and early writing skills as they use very large chalks to write on the black board. They confidently name the different colours and use large arm movements to draw lines and circles. Following the interests of some children, the childminder made a large planter for them to grow their own fruit and vegetables. The children talk confidently about how to care for them and know they need water and sun to help them grow. Older children talk about growing carrots, peas and lettuces and they know these are good healthy foods. Consequently, these types of activities engage children well in the outdoor environment and helps them to learn about looking after living things.

The childminder demonstrates a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She knows the children very well. She completes regular observations and assessments that enable her to plan an individual learning programme for each child. She responds quickly to children's interests and uses the information gained from observation and assessments to plan interesting and stimulating activities. She establishes individual starting points by talking to parents and closely observing children's play as soon as they arrive. This helps to ensure no learning time is lost. The childminder uses an online website where she provides parents with detailed information about their child's day. This secure diary includes information about the activities their child has enjoyed as well as food, nappy and sleep routines. Parents have instant, secure access to a wealth of information about their child including the progress they make in each area of learning. The childminder effectively involves them in their child's learning and encourages them to write about the interests and achievements that their child has at home. The childminder completes the progress checks for two-year-old children.

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

The childminder creates a warm, welcoming and child-friendly environment in which children feel safe and secure. As a result, children engage happily in their learning. She fosters good relationships and forms strong bonds with children. For example, younger children confidently ask for help and support when they need to put on their shoes. The childminder teaches them how to put on the shoes correctly and encourages them to be independent in this area. Children smile proudly as they receive lots of praise after successfully putting on their shoes. This positive approach from the childminder encourages children to have a go and prepares them well for school. Children demonstrate good relationships as they happily share and take turns. Older children begin to remind younger children about sharing and the childminder offers lots of praise. Children behave

very well. The childminder teaches them about right from wrong. She is consistent in her approach to effective behaviour management. The children listen and respond well to the constant praise they receive which helps them to feel secure.

The childminder promotes healthy lifestyles well. She teaches children to wash their hands before eating and after using the toilet. Children have individual towels to dry their hands and this helps to prevent the spread of infection. She provides a range of healthy snacks and today children enjoy a range of fresh fruit. Children learn about healthy lifestyles on daily basis as they have free access to the garden where they get lots of fresh air and exercise.

The childminder has a good awareness of keeping children safe. She completes written risk assessments for the home and garden, identifies hazards, and minimises them quickly. Children are aware of the rules for the trampoline and happily follow them to ensure they stay safe. Children generally learn about keeping themselves safe. For example, the childminder encourages them to put away some toys on the floor before they get other toys out. She explains to them about the dangers of tripping and falling over. Children listen well and all help to tidy up, responding well to the praise they receive. However, not all children learn about keeping themselves safe if there is a fire. The childminder displays the fire evacuation plan; she practises this with the children on occasions, although not all children who currently attend have practised this. The childminder provides a good range of resources that support children's development in all skill areas. She uses the conservatory for general play where children have independent access to a wide range of activities and play experiences. She displays some educational posters to give children constant reminder of letters and numbers within the environment.

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

The childminder has a good awareness of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Children receive good quality care because of the childminder's commitment to meeting their individual needs. The childminder monitors children's learning and development well and can see at a glance any gaps in their development. These systems enable her to help children make good progress across all areas of learning. The childminder has a secure understanding of how to keep children safe. For example, she has attended training and has a detailed policy in place. She has a wealth of information to hand that supports her should she have any concerns about a child in her care. She knows what the referral procedure is and is confident in the process. As a result, her procedures help to safeguard children effectively.

The childminder evaluates her practice well and has a written self-evaluation. She has clearly identified her strengths and areas for development to drive ongoing improvements. She involves parents and children effectively in the evaluation process. For example, parental questionnaires are sent to establish how they feel about the service she provides. All that have been returned are very positive and demonstrate they are happy with the care and education their child receives. The childminder's current plans for improvement

include her continuing development of her knowledge and understanding of the early years through training.

The childminder works closely with parents. She uses the online system effectively and supplements this with regular discussions. She talks to parents about her practice and provides a full set of policies and procedures. The childminder is aware of establishing good relationships with other settings and agencies as needed to enable continuity of care and education.

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. 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	EY438282
Local authority	Hampshire
Inspection number	888106
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
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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