

Inspection date

Previous inspection date

12/11/2012

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

- Children feel safe and secure with the childminder who provides a caring and loving environment where familiar home routines are followed.
- The childminder provides a wide and interesting range of challenging learning opportunities for each child. This enables them to make good progress in their learning and development.
- Children are able to choose from a suitable selection of resources that are well utilised and fit for purpose. Children can make choices and play with toys as they are easily accessible, which increases their independence skills.
- The childminder is committed to updating her professional knowledge and making improvements to her service. She has made an accurate self-evaluation of her service and has good understanding of its strengths and weaknesses.

It is not yet outstanding because

- The childminder has yet to fully share information on children's progress with parents and other settings that children attend, in order for effective information sharing to take place.

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 majority of inspection time was spent with the childminder observing her practice with the minded children. This took place in the childminder's home.
The inspector looked at children's information and development records. These were
- discussed with the childminder to assess her understanding of the child's developmental milestones and how she plans for children's next steps.
The inspector engaged in ongoing discussion with the childminder to assess her
- understanding of the welfare requirements and samples of policies and other records, were checked.
The inspector discussed the process of self-evaluation and how the childminder
- obtains the views of all the users to ensure her setting meets their needs and aspects for future improvement.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two school age children, in Basingstoke, Hampshire. The whole of the house is used for childminding with toilet facilities available on the ground floor. There is access to an enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently five children in the early years range on roll, who attend a variety of sessions. The childminder also provides care for two older children. The setting supports children with special educational needs and children who speak English as an additional language. The childminder holds a NVQ level 3 qualification.

What the setting needs to do to improve further

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

- enhance partnership working with parents and other local schools that children attend, by building on the levels of information shared with them in order to promote continuity in learning between settings.

Inspection judgements

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

Children make good progress in their learning. The childminder establishes what children can do when they first start through detailed discussion with parents. She observes them carefully during their visits and in the first few weeks this gives her a good understanding of individual children's stages of development. The childminder uses effective systems of observational assessments to help her plan the next steps in each child's learning. This enables her to quickly identify where children need additional support or further challenge to assure their continuing progress. The childminder bases a strong emphasis on children's learning through play. She provides them with good levels of support. This ensures they make good progress across all areas of their learning and development, taking into

account their starting points.

The childminder interacts positively with the children at all times and encourages their personal, social and emotional development well. For example babies babble and chuckle as the childminder sings action songs or rhymes to them. They sit on her lap and handle books with care and turning pages with increasing skill, lifting flaps and pointing to items on each page. The childminder sensitively engages with the young children talking calmly to them about what they are feeling and seeing. She skilfully adapts activities and routines to meet the spontaneous needs and interests of each child, supporting their learning to the fullest extent. Babies are able to pull themselves up onto their feet. They walk on their toes as they hold onto the furniture, or along a specially adapted obstacle course, supporting their first steps.

Children have a strong sense of curiosity as they explore their surroundings. The childminder makes good use of homemade resources to support children's enjoyment of play. Children access treasure baskets, filled with items that promote their sense of curiosity. The childminder provides a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. For example, young children experiment with paint and gloop at the local Sure Start centre, developing an appreciation for texture and colour. She is committed to providing the very best levels of care. She devotes her time to interacting with the children helping them to remain purposefully occupied and suitably challenged. As a result, they are enthusiastic learners who are able to concentrate well on their activities and are well prepared for the next stage in their learning.

The childminder has established positive relationships with parents. Regular exchange of information means that parents are well informed about their children's routines and achievements. Although newsletters and daily discussions help parents to become more involved in their child's learning, parents have yet to view the written information in their child 'learning journey'. The childminder is in the process of sharing these with parents and other settings that children attend in order to promote continuity in care and learning. Children thoroughly enjoy the time spent with the childminder and their friends and are learning the skills needed for the next stage in their learning.

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

The childminder has a warm and caring manner and, consequently, the children feel safe and secure. All children and families feel welcome and valued because the childminder provides a friendly and welcoming environment. Babies who have only been with the childminder for a short time are already displaying secure attachments, for instance they crawl towards her with big smiles. Children have developed strong attachments to her and they are happy and settled. The childminder is very responsive to their needs, feelings and interests and children's individual routines are closely followed. This means that children rest and sleep when they are tired and enjoy nutritious meals and snacks when they are hungry which supports their wellbeing to a high standard.

Children explore the environment with confidence and independence. Children's safety is highly prioritised, ensuring their safe care. Younger children remain under the close supervision of the childminder at all times, promoting their safety and security. The childminder uses daily activities to promote children's understanding of safe practices. For example, she talks to them about not running on the laminate floor. She supports them appropriately to learn about fire safety, as they practise their emergency evacuation. The childminder's home is well organised offering children a safe place to play indoors and outside. Resources are freely available in the designated play spaces and the childminder makes effective use of homemade resources to support children's learning. The childminder organises these effectively to enable children to explore and make choices about their play.

The childminder provides many opportunities for children to socialise with others outside of the setting, where they learn how to make friends and to share and take turns. This helps children to manage their own feelings and behaviour and to gain the confidence they need when they are ready to transfer to new settings. Children's behaviour is good and young children respond quickly to appropriate boundaries, with encouragement and support from the childminder. A range of opportunities such as snack helper give children a sense of belonging in the group and build their self-esteem. Children gain a good understanding of the diverse world through interesting activities and projects. They learn about different religions and traditions and talk about people and communities, helping them to understand the world around them.

Children benefit from regular fresh air and exercise outdoors, enjoying a variety of active games and outings. They regularly visit the local park for robust exercise, where they can run, jump and climb. They follow good hygiene routines and eat nutritious meals and snacks, further promoting their good health. Children are learning about good personal hygiene through consistent routines, for example, washing their hands before meals and snacks.

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

The childminder has a strong understanding of her role and responsibility with regard to protecting children in her care. A clearly written policy is in place which outlines her role and responsibilities with regard to child protection and this is shared with parents. Updated child protection training ensures that she is up to date with current guidelines. She conducts thorough safety checks of her home and keeps a detailed record of risks and actions taken to remove or minimise them. This means that children can move around freely and safely, both indoors and outside.

The childminder manages the educational programmes effectively so that all children develop the skills they need to take part and explore, becoming active learners. She makes best use of her knowledge about how children learn and develop, providing well-planned activities which add excitement and interest to children's learning experiences. She closely monitors each child's progress to ensure that they receive suitably challenging

activities and appropriate support.

Partnerships with parents, carers and external agencies, including pre-school and school groups are becoming established. The majority of children cared for by the childminder attend other early years settings such as nurseries and schools. Some links are made to promote continuity of care and learning such as verbal discussion on drop off or pick up. However, written information is not yet effectively shared with these settings to fully promote continuity in children's learning.

The childminder has a strong commitment to improving the service she provides. She attends regular training events to update her knowledge and skills and maintains good professional networks in her local community. She seeks appropriate advice, support and guidance if she is unsure of any aspects of her practice. She welcomes this as part of her continuous professional development plan and has made significant improvements to her practise since registration. This includes the purchase of additional resources to support specific age groups in her care and completing comprehensive risk assessments on all activities and outings. The childminder is keen to improve on her service further. She liaises with the local authority, children and parents regularly to seek their views on the provision. She embraces any advice they offer to move forward in her practice. All required documentation is in place and policies and procedures shared with parents to good effect.

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	EY446240
Local authority	Hampshire
Inspection number	799344
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
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 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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