

Inspection date

Previous inspection date

21/05/2014

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 warm and caring attention to children enabling them to settle with ease in her care.
- Children benefit from an inviting and welcoming environment with good quality toys and resources attractively set out for them.
- Effective communication and partnerships with parents support children consistently.
- The childminder and her co-childminder demonstrate a strong commitment to developing and improving their service. They make good use of self-evaluation to identify and make further improvements.

It is not yet outstanding because

- The childminder does not always make the best use of routines to fully support children's awareness of numbers and counting.
- The childminder does not display print or number labels in the outdoor environment to further raise children's awareness that print carries meaning, particularly for those who learn better outdoors.

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 the childminder's interaction with the children.
- The inspector spoke with the childminder, her co-childminder and the children at appropriate times throughout the inspection.
- The inspector took account of written feedback provided for the inspection from several parents.
The inspector viewed a selection of written records, including children's progress records, the childminder's self-evaluation, suitability records and written policies and procedures.
- The inspector observed children's play and activities indoors and outside.

Inspector

Sheena Bankier

Full report

Information about the setting

The childminder registered in 2013. She works with another childminder and minds from her co-childminder's home situated in the Rooksdown area of Basingstoke, Hampshire. The downstairs of the home is mainly used for childminding with access to the first floor for sleeping facilities. There is an enclosed garden for outdoor play. There are two rabbits kept on the premises. The co-childminder has a dog, which is not present while childminding takes place. Local facilities are within a short walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She has recognised early years qualifications at Level 3 and Level 4. The childminder offers care regularly during weekdays, and occasionally during the evenings and at weekends. There are currently a total of nine children on roll who are cared for by both childminders. Children attend on a full and part time basis. The childminder also care for older children before and after school and during school holidays. The setting receives funding for free early years education for two, three and four-year-olds.

What the setting needs to do to improve further

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

- enhance children's learning in the outdoor area further by, for example, adding print and number labels
- develop the use of routines to provide further opportunities to raise children's understanding of number and counting.

Inspection judgements

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

The childminder gains good information about children prior to caring for them. Information from parents is recorded on an all about me form about what children can do already and anything they need further help or support with. The childminder works closely with parents to understand their children's individual needs, which enables her to tailor children's learning successfully. She completes regular ongoing observations of children's achievements from the time of entry to her setting. As a result, she builds up an effective picture of children's ongoing progress. She completes in-depth assessments of children's learning and through this ascertains their level of development. The childminder

takes positive steps where she identifies children are not making progress in line with age related expectations. For example, she talks to parents, seeks further advice and support and makes links with local children's centre services. This helps identify support for children in order to close any gaps in their progress. The childminder and parents continually share information about children's learning through verbal discussions, written diaries and the children's progress records. Parents are encouraged to contribute information about their child's learning at home and the childminder provides activity ideas for parents to try at home. This promotes a consistent approach to supporting children's progress at home and at the childminding setting.

Children benefit from a good range of activities, play experiences and outings that support their progress well. The childminder provides a good quality of teaching, overall. For example, children benefit from the positive and enthusiastic interaction the childminder provides. She asks effective questions to support children's thinking skills and promote their good language skills, such as through repeating words and talking to children about what they are doing. The childminder encourages children to try new activities by involving herself and having fun with them. This motivates children to take part and develop confidence in exploring and investigating new experiences. For instance, when young toddlers explore paint, she allows them to paint her hands and talks about how it feels and shows them she is having fun. This encourages children's confidence in using the paint. The childminder introduces mathematical language as children play, and counts with children. However, she does not consistently make the best use of routines to encourage counting as part of children's everyday experiences to further promote their mathematical development. Children use their imaginations with the childminder, such as pretending to go on a plane to London. They take part in activities that promote their positive awareness of diversity, such as making model dragons and using chopsticks to eat as they celebrate Chinese New Year.

Children develop positive attitudes to learning and the childminder demonstrates a good understanding of supporting children so that they are ready to start school. For example, the childminder encourages them to use a self-registration system which helps children to recognise their names as well as promoting a strong sense of belonging. The childminder encourages children to communicate and use their language skills well, such as describing what they are doing when mixing different paint colours together. Children use different technology resources which help them develop their understanding of how things work, such as torches and children's laptops. Children develop their physical skills through art and craft activities in which they learn to hold a pen in the correct grip. The childminder provides tracing activities to help children to form letters and numbers. Children enjoy outings that raise their awareness of the world they live in, such as taking a bus trip to visit a canal. These experiences contribute effectively to the good progress children make in the childminder's care.

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

The childminder implements effective procedures to support parents and children on entry to her setting. She and her co-childminder offer a home visit and encourage parents and

children to attend for settling in visits. They arrange these according to parents' and children's individual needs and build up the time children spend with them. As a result, children and parents have time to get to know the childminders and the environment, supporting them in feeling confident in their care. The childminder provides loving and warm care and attention to children. Children demonstrate they feel confident, happy, safe and secure in her care as they enjoy cuddles and chat happily to her. The childminder has a strong understanding of children's individual needs and of how to meet these. She demonstrates good consideration of children's emotional needs as they move on to school. For example, the childminder plans to invite their teacher to visit children in her setting to build positive relationships prior to them starting school.

The childminder manages the children's behaviour effectively. She is a positive role model to the children as she uses good manners and behaves in a calm and pleasant manner. The childminder works with parents closely regarding their children's behaviour and provides information to support them at home. This promotes a consistent approach to managing children's behaviour. Children use good manners without adults prompting them to do so, such as politely asking to leave the table when they have finished eating. Children develop a secure awareness of keeping safe. For example, the childminder reminds them to sit properly on their chair so they do not fall off and she practises road safety procedures with the children on outings.

The childminder provides an indoor environment which is attractive and welcoming to children with good quality age and developmentally appropriate toys set out on mats. In addition, there are some low level labelled drawers with additional resources for children to make further choices. Posters with words, letters and numbers are on display indoors, which raises children's awareness that print carries meaning. The outdoor environment is appealing to children and an all-weather cover over the patio enables children to play outdoors, such as with sand in different weathers. The activities and resources outdoors promote all areas of learning. However, the childminder does not provide letter displays or number labels to further raise children's awareness that print carries meaning when playing outside.

The childminder helps children develop their self-care skills effectively. For example, older children manage visits to the toilet independently and know they need to flush the toilet and wash their hands. The younger children demonstrate they know they need to clean their hands after messy activities as they pick up the packet of wet wipes to do this. Children enjoy sociable snack times where they sit around the table together with the childminders. They benefit from healthy snacks, such as fruit and breadsticks. Drinks of water are available to children at all times. The childminders provide their healthy eating policy to parents and encourage them to provide healthy packed lunches for their children. Children benefit from fresh air and develop their physical skills as they spend time outside in the garden, visit parks and go out daily on walks. This helps them develop their muscles, coordination and balancing skills and promotes their good health effectively.

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

The childminder demonstrates a secure understanding of the requirements for the Early Years Foundation Stage. She promotes children's welfare and well-being through robust procedures including thorough risk assessments. These steps minimise potential dangers and hazards to children. The childminder has a good understanding of safeguarding issues and the procedures to follow in the event of concerns about children's well-being or welfare. The childminder successfully monitors the learning and development experiences children receive. She monitors their achievements closely through tracking their progress. This enables her to understand their individual level of development and helps her identify any need for further support or challenge. The childminder understands her responsibilities to complete progress checks for children between the ages of two and three and has a format available to complete this check.

The childminder and her co-childminder work effectively together as a team. This provides consistency for parents and children. Feedback from parents and children is valued and taken on board to support the good self-evaluation process. The childminders evaluate their service strongly, identifying and implementing improvements well. For example, they are currently completing a photo book of the toys and resources available to enable children to make further independent choices. The childminder has a development plan in place to develop her practice and to make improvements. This identifies further training she plans to attend. She demonstrates a good capacity to maintain future continuous improvement to benefit children's learning and care experiences.

Parents and the childminder form effective, strong partnerships that support open communication. This promotes the positive sharing of information, which leads to consistency in supporting children's care and learning needs. Parents receive and have access to a wide range of information about the childminding service. They benefit from daily information about their children's time at the setting through verbal feedback and written daily diaries. Parents' comments reflect they have a high opinion of the childminding service. The childminder demonstrates a positive attitude to forming partnerships with early years professionals and other providers. This helps to further meet children's needs consistently and well.

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	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	EY469917
Local authority	Hampshire
Inspection number	940986
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
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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