

Inspection date	03/07/2013
Previous inspection date	05/01/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder establishes effective partnerships with parents and shares information with them every day about the children's interests and activities.
- The childminder follows children's individual care routines so they are consistent with home.
- Children enjoy healthy, home cooked meals and spend time outside every day to learn about leading a healthy lifestyle.

It is not yet good because

- Although children have many opportunities to make choices, there is a lack of adult directed activity to enhance the learning opportunities.
- Due to the use of printed sheets for colouring, children have limited opportunities to express themselves creatively and practise making marks.
- Drinking water is not available for children to help themselves when they are thirsty.
- Children are exposed to conflicts between adults which are upsetting and not helpful in making children feel safe.

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 held discussions with the childminder throughout the inspection.
- The inspector viewed some of the documentation including a selection of policies and learning journeys.
- The inspector observed children playing indoors and eating their lunch.

Inspector

Jill Steer

Full Report

Information about the setting

The childminder registered in 2010. She lives with her husband and two adult children in Petersfield, Hampshire, close to shops, parks, schools and public transport links. The childminder works jointly with her daughter, who is also a registered childminder. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outdoor play. She has pet cats, fish, a dog and chickens.

The childminder is currently minding nine children in the early years age range jointly with her daughter. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder provides care from Tuesday to Friday throughout the year. She takes and collects children from local pre-schools and schools and goes to the local children's centre regularly.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- create a safe and welcoming environment by setting a positive example to children for managing feelings and behaviour
- ensure drinking water is available and accessible at all times.

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

- consider ways to increase opportunities for children of all ages to draw freely and make marks
- improve the balance of adult-led and child initiated activities to offer greater challenge and stimulation to the children.

Inspection judgements

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

Children make lots of choices about what they do. Many resources are within reach so they can help themselves, they can point to or ask for other equipment. However, there are few activities planned by the childminder, so children are not always challenged or

encouraged to try new experiences. The childminder supports children's play as she joins in with what they are doing. When they set up a picnic she pretends to eat the play food she is served and talks about events in the children's lives. They discuss birthday parties, which helps children recall past events and look forward to future celebrations. Children describe how they might get to different places for parties, showing they are learning about their local community. The childminder talks to the children about what they are doing to reinforce their learning. She asks questions that encourage them to make decisions and choices, such as which toy to play with and where would they like it. Children often choose printed colouring sheets and have a vast selection of pencils and pens to use. However, this means they are not often able to draw and colour freely, learning about making patterns and marks. Younger children have a selection of cause and effect toys and small world toys so they learn about how things work. Older children enjoy learning about the environment and nature as they watch tiny caterpillars change into butterflies. The childminder reads well known stories to them to help them to help them understand the lifecycle and complement the activity.

The childminder finds out from parents what the children like to do and begins to record children's developmental progress when they are 18 months old. The childminder discusses what children have done each day with parents so they are involved in their learning. The childminder assesses children's progress when they are two-years old to identify any gaps in their learning. This enables her to work with the parents to obtain any additional support children may need to close any gaps in their learning.

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

The childminder completes daily checks and regular risk assessments of her home to make sure it continues to be a safe place for children to play. She checks the places they visit on outings before they first go, so the childminder can plan the outing and identify any potential hazards. Children enjoy outdoor activities every day, either in the garden or to local places of interest. This means they can be active and benefit from fresh air as well as seeing the local community. Children enjoy freshly prepared, home-cooked meals every day, which include fresh fruit and vegetables. This helps children learn about being healthy and feeling good through diet and exercise. However, drinks are not readily accessible so children cannot help themselves to water whenever they are thirsty. Most children do not yet speak to be able to ask for a drink, so may remain thirsty.

Children of different ages all play together well. They share and cooperate and play alongside each other at different activities without interference. For example, children sit at the table while one colours a picture and another plays with a miniature world game. However, the childminder and her co-minder sometimes conduct their own lively disputes when children are present, which can be distressing for them. This does not help children feel safe or provide a positive role model for behaviour. Children's care takes place in a dedicated play room where most resources are within children's reach, promoting their independence. There is a wide selection to choose from in labelled containers to help see where things are. Children are helped to prepare for the transition to school as the childminder takes them to visit the school. She reads books about school and talks about

the teachers so children know what to expect when they get there.

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

The childminder understands her responsibility in meeting the learning and development requirements for all children in her care. She uses relevant guidance to assess children's progress and identify any gaps in their learning. The childminder updates her knowledge and skills by attending relevant training courses. For example, she has just completed a level three qualification in early years as well as updating her first aid and safeguarding training. The childminder is therefore able to effectively manage children's minor accidents and injuries and be alert to signs that they may be at risk. She has a clear procedure for identifying and managing her concerns so that she can help protect children from harm. The childminder values parent's views and asks for their comments on her provision each year. This forms part of her self-evaluation process to help identify her strengths and areas for further development to improve the outcomes for children.

The childminder has developed a good partnership and relationship with the parents. She completes a daily diary to pass information as well as discussing the children's changing care needs as they grow. For example, when to stop their daily nap so their routines are the same at home and with the childminder. The childminder introduces herself to other providers when children attend both settings, although she has not always found them willing to share information. Her actions mean information could be shared about the children's development and care for greater consistency and aid children's transitions between them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register).

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	EY412176
Local authority	Hampshire
Inspection number	925433
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	05/01/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

