

Inspection date

Previous inspection date

01/10/2012

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

- Strengths include the promotion of children's personal, social and emotional development and this is reflected in the warm, caring relationships that clearly exist for children so they feel and are happy.
- The childminder gives children time and space to try for themselves and to consequently learn and master new skills. Children become independent learners, gaining confidence in making decisions and developing their self-care routines.
- The childminder shows a commitment to keeping her skills updated, has a professional approach to her childminding and is committed to continual improvement in the setting and providing very good care.
- The childminder has a good understanding and gives high priority to children's safety and well-being. She takes appropriate action to reduce potential hazards to children both indoors and outdoors.

It is not yet outstanding because

- Although the childminder has established very good relationships with parents, partnerships with other providers of the Early Years Foundation Stage where children also attend, have yet to be fully developed to ensure a consistent approach to planning for children's individual needs.
- There is a wide range of resources for children to independently access, however there are no resources to support young children's understanding of technology and

disability.

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 inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- Discussions about safeguarding and risk assessments.
- Observations of the childminder with the minded child both in the home and garden.
- The inspector also took account of the views of a parent detailed on a parent questionnaire.

Inspector

Maria Lumley

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her son aged seven years in a house in the Oakdale area of Poole. The whole of the ground floor is used for childminding, which includes a dedicated playroom, kitchen, lounge-diner and toilet facilities. There is an enclosed garden available for outside play. The family has a pet dog,

to which the children have supervised access. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, both are in the early years age range.

What the setting needs to do to improve further

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

- develop systems for sharing information with other providers of the Early Years Foundation Stage in order to promote consistency in planning for the individual progress of all children who attend more than one setting
- have available robust resources with knobs, flaps, keys or shutters and incorporate technology resources that children recognise into their play such as a camera
- provide positive images of all children including those with diverse physical characteristics, including disabilities

Inspection judgements

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

Children are very happy and settled in this homely, organised setting, where the dedicated childminder clearly understands and meets their individual needs. Children have developed strong bonds with the childminder and confidently approach her for cuddles and reassurance. For example, when a young child falls over, they immediately look towards the childminder, holding up their arms. The childminder is quick to respond with comforting cuddles and reassuring words, saying, 'Don't worry, you're ok'.

Children enthusiastically take part in a wide range of activities that are tailored to their interests and abilities. The childminder seeks information from parents about children's stage of development from the onset. She has a clear system for assessing children's development, which includes detailed observations of their play and achievements. She confidently uses the 'Development Matters' guidance materials to plan the next steps in their learning. The childminder has a good understanding of her responsibility in completing a progress report for children aged between two and three years.

Young children enjoy simple picture books and repeating new words. The childminder gets down to children's level and speaks face to face with them. This enables young children to see and hear speech clearly and they repeat words. Children clearly demonstrate good understanding of language. For example, when the childminder asks 'Would you like some lunch?' the child rushes to the highchair and points to the grapes. Young children use gesture and emerging language well to express their needs. For example, they point out

of the window, showing a desire to play outside. They develop good control of their bodies as they climb and slide in the garden, carefully balancing at the top of the play equipment to change from standing to sitting. They pedal trikes and negotiate space and direction to avoid collisions.

Children build simple constructions using various sized coloured blocks. As they play the childminder makes them aware of size, colour and shape. She holds up the blocks so that children can clearly view them, helping them to become aware of the differences. The childminder uses songs and rhymes to promote early learning of counting, singing, 'one, two, three, four, five once I caught a fish alive'. This captures young children's interest as they clap and attempt to join in. Older children develop a good understanding of measure during baking activities. They weigh and measure ingredients such as flour and butter. Children explore the changes in texture as the ingredients are mixed together and the changes that occur when put in the hot oven.

Children take great delight as they look in the mirror and study their reflection. The childminder names the different features on their faces and asks, 'Where is your nose, mouth and eyes?' Children point to the correct features. They then look at the childminder's eyes and nose. This helps the child recognise people's differences. Children show good levels of imagination in their play. For example, they wrap a blanket around a doll and cuddle it close. The childminder says, 'Are you loving the doll?' The child says 'yes' and rocks the doll in their arms. The childminder asks the child, 'Is baby hungry?' and the child rushes to the play kitchen and makes some food for their baby.

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

Children have access to a varied range of good quality toys and equipment, which mostly supports their all round development very well. These are well organised in labelled storage boxes, accessible and inviting to the children. However, there are no resources to support young children's understanding of technology and disability. Children benefit from playing in the dedicated playroom which is decorated with colourful posters and samples of their art work. Very good use is made of the well equipped garden. This is used regardless of weather and children benefit from opportunities to splash in rain water.

Children settle well and develop warm and trusting relationships with the childminder. They show confidence and independence in their personal care from a young age. For example, making the connection between toileting and hand hygiene, washing their hands following nappy changes. Young children attempt to take off their coats and shoes following outdoor play. All these efforts take a long time, but are positively encouraged by the childminder, who patiently offers words of support and guidance. The childminder gives children time and space to try for themselves and to consequently learn and master new skills. This happens across all areas of learning and is a strength in the childminder's teaching.

Children behave well. They are reminded about behaving in ways that keep them safe, such as eating slowly and being careful on the large play equipment. The childminder

involves them in regular fire drills so they are familiar with how to behave in the event of an emergency evacuation. Children are keen to help pack toys away when they have finished with them and help with household tasks, such as drying the outdoor play equipment. This shows that children are developing as independent learners. The childminder rewards their efforts saying 'Well done', and giving 'high fives' boosting children's self-esteem.

Children are developing a good awareness of how to live a healthy lifestyle. They are able to take part in daily activities and walks in the fresh air. The childminder provides all foods and drinks. She is well informed about specific dietary requirements and ensures these are catered for. Children benefit from nutritious meals and snacks which include a wide variety of fresh fruits and vegetables. Drinks are always close by so that children do not become dehydrated.

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

The childminder clearly understands her responsibilities to safeguard children in her care. She uses a written policy and procedure to back up her understanding of how to record and report any concerns about children in her care. The childminder has risk assessed her home and minding areas are safe and accessible to children. For example, the use of safety measures such as gates and cupboard locks prevent children's access to potential hazards. The garden has been well adapted to promote children's safety. For example, the childminder has recently removed roses and tree stumps to prevent scratches and trips.

The childminder has effective systems to evaluate her practice and to identify her strengths and areas for improvement. She involves children and parents in this process and responds to any of their suggestions. For example, when a child commented that they found it hard to cycle the bike on the grass, the childminder mowed the lawn at a lower setting. She also arranged baking activities following feedback from a child. The childminder has a secure understanding of the how children learn and how to promote their good progress in their overall development. She is keen to develop her skills further and has booked on training to improve her knowledge of the requirements of the two-year-old progress check. In addition she has just commenced NVQ childcare training at Level 3.

The childminder has developed good relationships with parents. She provides a flexible service, collecting and dropping children off at their homes. The childminder communicates with parents about their children's learning and development and welfare needs. Parents have regular access to their children's learning journals and confidently make contributions to these. Written feedback in parent questionnaires evidence their positive views on the provision. Comments include, 'communication is fantastic', 'the children have bonded with you really well' and 'thanks for doing such a great job'. Partnerships with other professionals delivering the Early Years Foundation Stage involved in children's care promote their well-being. However, there is minimal sharing of information regarding children's learning to promote a consistent approach in their

development.

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	EY442910
Local authority	Poole
Inspection number	793196
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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