

## Inspection date

Previous inspection date

18/10/2012

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

- The family home environment is welcoming for both children and their parents. A very good range of resources is easily accessible enabling children to make choices. Photographs and name labels help to give children a strong sense of belonging.
- Thorough arrangements for monitoring and assessment mean that the childminder is able to accurately track children's progress and identify their interests. She uses this information very well to help her to provide a broad range of well planned activities that support children in becoming active and motivated learners.
- Parents are fully involved in all aspects of children's care and learning. They are provided with detailed information about the childminder's role and responsibilities and about their child's learning and progress. The childminder values the information they share and uses it to help her support children's individual needs.
- The childminder is vigilant about safety and encourages children to become increasingly aware of hazards and how they can keep themselves safe.
- Children's language skills and personal social and emotional development are supported particularly well.

### It is not yet outstanding because

- there are inconsistencies in the links established with other settings which children attend to help ensure consistency and continuity for the children concerned.

## 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 observed the children during their activities both indoors and out.
- The inspector reviewed children's assessment records, planning documents and looked at some documentation.
- The inspector engaged in discussions with the children and childminder at appropriate times.
- The inspector looked at the childminder's self-evaluation form.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and son in the Colehill area of Wimborne, Dorset. All areas of the home are available for childminding purposes. The main areas used are the living room, playroom, conservatory and kitchen/diner. Rest and toilet facilities are available on the first floor. There is a fully enclosed garden available for outside play. The family has a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She provides

care for children on weekdays throughout the year. She is currently caring for four children, two of whom are in the early years age group. The childminder holds a National Vocational Qualification at level 3 in Childcare, Learning and Development.

### **What the setting needs to do to improve further**

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

- extend the links with other settings which children also attend to promote consistency and further support children's progress.

### **Inspection judgements**

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

The wide range of activities on offer excites and motivates children. The childminder notes children's interests and establishes starting points through the initial information gathered from parents. Frequent observations and summary assessments are completed that enables the childminder to provide children with activities, which helps them to build on what they already know and can do. The childminder makes effective use of documents such as the Development Matters. This helps her to monitor children's progress, identify children's next steps and plan activities that will challenge and support them all. This means that all children make good progress in the seven areas of learning. The childminder is aware of the need to complete the progress check at age two, and is working with the local authority to implement a consistent format to use.

Parents are fully involved in their children's learning. They receive detailed information about the Early Years Foundation Stage and activities their children are involved in. They are also encouraged to be involved in supporting their children's learning at home. For example, the childminder has introduced a book bag for each child and she provides information so parents understand the value of sharing books with their children. Parents have regular opportunities to share children's learning journeys and assessments with the childminder and add their own comments. This gives them a good understanding of how the childminder is supporting the children and encourages them to be fully involved.

The childminder supports children's personal, social and emotional development and their language and communication skills very well. She uses skilful interaction during their play and implements strategies she has learnt from completing the 'Every Child a Talker' training course. Children regularly attend local toddler groups, where they are learning how to play well with others. This helps them build skills for their future learning. As they

make pastry the childminder introduces them to descriptive language such as sticky and soft. Children tentatively use their fingers to prod and squash the dough, making connections in their learning. They listen well and demonstrate their increasing understanding through their responses to the childminders questions. Children are keen to have a go and persevere with increasing patience. They become increasingly skilful when handling small tools and equipment. They carefully roll the pastry and spoon the ingredients into the pastry cases, taking care not to spill any over the edge. Children talk about shapes as they cut out the circles of pastry and count how many they have made. 'More in' they say as they fill up the individual cases with a filling of their choice. This starts to make children aware of number order, value, shape and quantity. Children show an interest in technology; they enjoy pressing the buttons on the small electronic organ to create different sounds and rhythms. The childminder invites them to use the large musical organ. They listen carefully to differentiate between the sounds they hear and start to talk about the sounds being gentle, soft and loud. They enjoy small world play, using their imaginations to make up their own stories with the support of the childminder.

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

Children settle quickly. They are relaxed and feel 'at home' within the childminder's welcoming setting. Photographs of children on wall displays and their own named coat pegs give them a strong sense of belonging. Children excitedly run into the playroom on arrival and help themselves to toys and books of their choice. Equipment and resources are organised well to enable children easy access. This means that children can organise their own play and take a lead in deciding what they want to play with. Children are developing independence in managing their own personal care needs. They gain confidence and form a strong bond with the childminder as she understands and accommodates their individual needs well. Children feel comfortable in the familiar daily routines. They learn about acceptable behaviour as the childminder uses discussion and explanation to help them understand boundaries as they play. Children receive lots of praise and encouragement from the childminder, helping them to manage their own behaviour and making them feel proud of their achievements. Children learn to respect and value diversity and consider the needs of individuals, for example, as they play with resources that positively reflect differences. They attend group activities where they engage in play with other adults and children. This helps them to develop social skills such as sharing and turn taking.

The childminder places a high priority on keeping children safe. She regularly reviews her risk assessment and completes daily safety checklists. Children are encouraged to participate in checking safety to help them become aware of how to keep themselves safe. They use the picture cards to help check for hazards in the garden and are reminded about road safety when they go out and about on walks. The childminder supports children's health well. Toys and equipment are well maintained and she follows positive practices and routines throughout the day. Children benefit from having healthy snacks and drinks in line with their individual needs. They enjoy frequent opportunities to play outdoors in the fresh air. The garden and nearby play areas are used regularly to encourage children to engage in physical play and exercise. This helps them to start to

understand the benefits of a healthy lifestyle.

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

The childminder is committed to providing a high-quality service to children and families. She has effective systems, which help her monitor and evaluate the effectiveness of the provision in meeting individual children's needs. She gains feedback from early years professionals and has joined the local authority quality assurance scheme to help her identify and address areas for improvement. She is keen to increase her own knowledge and skills through linking with other child carers and attending short courses. As well as completing the introductory childminding course, the childminder has a level 3 qualification in childcare and many years of experience working with children in a nursery. This is reflected in her secure knowledge of how to support children's learning, and her awareness of the Early Years Foundation Stage requirements for both learning and development and welfare. The childminder has a secure understanding of safeguarding procedures. She is confident in the steps she needs to take should she have a concern about a child's welfare. This supports her in keeping children safe. All required documentation is in place and used effectively to help to promote children's safety and welfare.

The childminder tracks children's progress, helping her to identify areas where children may need additional support or encouragement. Monitoring systems also help her to make sure she is offering children a broad range of experiences to support them in all seven areas of learning. The childminder liaises with parents well to share information about children's learning. She has started to develop links with other settings which children also attend, but these are not yet fully established to promote consistency for all those attending.

Detailed information is included in the 'Parents welcome pack' and includes details about the childminder, her family and about her policies and procedures. This means parents have a good understanding of the service she offers. The notice board in the porch and posters in the playroom provide them with more detailed information and keeps them up to date with any changes. Parents share information about their family, children's preferences, routines and interests, which helps the childminder to support the individual needs of each child.

### **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

<b>Unique reference number</b>	EY441610
<b>Local authority</b>	Dorset

<b>Inspection number</b>	810459
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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