

## Inspection date

Previous inspection date

29/10/2012

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 childminder has a clear understanding of each child's interests, preferences and individual learning styles. She uses this information well to plan and provide activities that capture children's interests and extends their learning so that all children make good progress.
- Children are happy and settle quickly with the childminder. They gain confidence to explore and investigate, reassured by the childminders sensitive and caring approach.
- The childminder uses skilful interactions to extend children's learning and understanding. This is particularly evident in their confident use of language to communicate their needs, interests and ideas.
- Children benefit from being able to freely explore the safe, stimulating and welcoming home environment. The outdoor environments, both the childminders garden and the local area, are used well to support children's learning and interests.

### It is not yet outstanding because

- Systems for exchanging information about children's learning and development with parents and other settings which children also attend are not yet fully established.

## 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 made observations of the children present whilst engaged in activities both indoors and out.
- The inspector looked at children's assessment records and documentation.
- The inspector took account of the views of parents.
- The inspector engaged in discussions with the childminder and children at appropriate times.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and three children, one of whom is an adult, in the town of Shaftesbury in North Dorset. Children have access to all areas of the home, with care mainly provided on the ground floor which includes a lounge, playroom, kitchen/diner and bathroom. Rest facilities and additional bathroom facilities are available on the first floor. There is a garden for outdoor play. The family has a Springer

Spaniel dog.

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

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

- increase opportunities for parents and others who also provide care for children to be included in the systems used to monitor and plan for children's progress to further promote consistency.

### **Inspection judgements**

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

Children are motivated by the exciting range of activities on offer. They are keen to explore their surroundings and benefit from the skilful interactions of the childminder as they play. Activities are thoughtfully organised and prepared to capture children's interests and reflect their individual learning styles. The childminder notes children's interests and establishes starting points through the initial information gathered from parents. Ongoing written observations and summary assessments are completed. This helps the childminder to plan and provide children with activities which enable them to build on what they already know and can do. This thorough approach means that children are making good progress in all seven areas of their learning and development. The childminder has a procedure in place to complete the progress check at age two when this is required.

Parents receive detailed information about the Early Years Foundation Stage and activities the children are involved in. They enjoy the frequent exchange of information they receive through the daily diaries and discussions. They are encouraged to provide information when their child first starts that helps the childminder to plan interesting activities. Parents are made aware of the records the childminder keeps about the progress children are making, but as yet, have not been fully involved in sharing these and including their own contributions.

The childminder supports children's language and communication skills very well. She uses good interaction during their play which encourages them to listen carefully and use language to communicate their thoughts, ideas and needs. For example, as they use the role play kitchen they talk about what they are making and how they are making it. The children begin using more complex sentences and vocabulary to describe and explain what they are doing. They press the button on the toy kettle and it gurgles and lights up, gaining an awareness of simple technology. Children regularly attend local toddler groups

and take part in group activities where they are learning how to play well with others. This helps them build skills for their future learning. They enjoy many activities out-of-doors. Weekly planned activity walks encourage children to look and listen closely to features of their environment. They sometimes make notes about what they have seen on a checklist, encouraging them to engage in mark making. Sometimes these walks focus on a favourite story, such as the 'Bear Hunt'. They act out this favourite story as they walk, recalling important parts of the story. Children have good access to a wide variety of books, increasing their interest and enjoyment and helping them to start to recognise that print carries meaning. Their imaginations are encouraged well as the childminder plays imaginary games with them. A young child suggests that they are taking their basket to feed the ducks, the childminder joins in asking what they are going to feed them. Her keen interest and involvement in children's play motivates them and keeps them involved and engaged in their learning.

Children are keen to explore and investigate. They mix up the water, sand, rice and oats which the childminder has set up out in the garden. They talk about the mixture they have made, using new words to describe how the mixture looks and feels. They scoop up the mixture and post it through the holes in a specially designed container. As they do so, the childminder talks about the shapes of the holes they choose, and how full up their containers are getting. This encourages children to become aware of shape, space and measure. Numbers are frequently referred to as children play. 'One, two, three' they count as they bounce on the trampoline, learning about number order and pattern. Children's physical development is supported very well. They enjoy lots of opportunities to use large and small equipment indoors and in the garden to extend and gain new skills. They like to experiment with different ways of moving as they use the trampoline. For example, a younger child holds a ball between his knees and bounces around, he giggles as he loses his balance and falls safely onto the soft landing.

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

Children are very happy and settle quickly due to the sensitive and caring approach of the childminder. They form a strong bond with the childminder and members of her family, making them feel relaxed and 'at home'. Children are confident to help themselves to toys of their choice. Equipment and resources are stored well to enable them easy access. This means that children can organise their own play and take a lead in deciding what they want to play with. The dedicated playroom is welcoming, with examples of children's creative work and posters displayed on the wall. Good use is made of the outdoor learning environments to extend and enhance their experiences.

Children are very polite and well behaved. They are starting to show an understanding of the simple boundaries and expectations in place which help them to be able to play well together. For example, they wait patiently for their turn on the trampoline, as they trust the childminder will make sure they get a fair turn. Children receive lots of praise and encouragement from the childminder. This encourages them to 'have-a-go' and makes them feel proud of their attempts and achievements. Through playing with resources that positively reflect differences, they learn to respect and value diversity and consider the

needs of individuals.

Children are developing independence in managing their own personal care needs. They go straight to the bathroom to wash their hands after a busy morning playing outside, demonstrating their increasing understanding of the importance of good hand hygiene routines. They use their brightly coloured place mats as they eat. They talk about the wide variety of fruits and vegetables illustrated on the mat and how these types of food help to keep them healthy. 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 become aware of safety as they play. For example, as they use the play kettle the childminder confirms that sometimes kettles can be hot, reminding the children to be careful.

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

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. For example, a record of all visitors to the setting is maintained to help support children's safety. Although the childminder has only recently started childminding, she already shows a strong commitment to continually improving the provision for children. She has effective systems in place to evaluate her own practice and is pro-active in seeking feedback from parents and early years professionals to help her shape the service she offers. The childminder has enrolled in a quality assurance programme, which supports her in systematically evaluating all aspects of the provision to highlight and address any areas for improvement. She attends training and keeps up-to-date with best practice ideas. She uses this new information to reflect on what she does to make sure it meets the individual needs of each of the children attending. She has a secure knowledge of the Early Years Foundation Stage requirements for both learning and development 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 children in all seven areas of learning.

Detailed information is included in the parents pack about the childminder, her family and about her policies and procedures. This means parents have a good understanding of the service she offers. Parents share information about their family, children's preferences, routines and interests, which helps the childminder to support the individual needs of each child and family. The childminder shares information about activities and routines in the daily diaries, keeping parents well informed. Informal links are established with other settings which children also attend. However, the childminder has yet to share detailed information about children's learning and development to help promote consistency and further support their learning and 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

<b>Unique reference number</b>	EY441050
<b>Local authority</b>	Dorset
<b>Inspection number</b>	806301
<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>	4
<b>Number of children on roll</b>	9
<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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