

Inspection date

Previous inspection date

06/12/2012

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

- Children form strong, trusting relationships with the childminder, which help them settle easily in her care.
- Children develop good communication skills as the childminder positively reinforces their words and sounds.
- The childminder actively improves her knowledge of child development through ongoing training. She uses this knowledge effectively to promote children's care and learning.
- The childminder is well-organised in her practice and uses clear operational policies and procedures to promote children's welfare.
- The childminder is vigilant in risk assessing her home, which minimises hazards and maintains children's safety.

It is not yet outstanding because

- Activities to help children develop their early mathematical awareness are sometimes limited.
- Ways to further support children's understanding the world and their interest in books, such as in using photographs, are sometimes limited.

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 children playing and interacting with the childminder.
- The inspector viewed a child's learning journey and discussed with the childminder how she supports their learning needs.
- The inspector viewed a sample of the childminder's policies and procedures.
- The inspector accompanied the childminder and children on a walk to a local park.

Inspector

Mary Daniel

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their young child in a detached house, situated in Poole, Dorset. Children have use of a dining room, living room and toilet facilities downstairs. They also have use of a bedroom and bathroom upstairs. There is an enclosed garden available for outdoor play activities. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll who is in the early year's age

group. The provision operates from Monday to Friday, for most of the year.

What the setting needs to do to improve further

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

- develop further the programme for children's early mathematical understanding, by providing opportunities for them to explore objects of different textures, sizes and weights.
- develop further children's interest in stories and understanding the world, by making photograph books of familiar people, favourite places, toys and activities.

Inspection judgements

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

Children are very confident and happy in the care of the friendly childminder. She demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. For example, she observes and assesses children's achievements and progress and identifies the next steps of development in all areas of their learning. This helps her to plan purposeful play activities that build on children's existing skills and interests. The childminder actively encourages parent's involvement in sharing in their children's progress. For instance, they provide 'Wow' moment comments from special achievements their child makes at home. This helps to promote consistency in how children are supported in their learning and development both at home and with the childminder.

The childminder provides children with a good variety of enjoyable and motivating play experiences. These effectively help children develop their skills as they form a 'have a go' attitude and become happily involved in their play. For example, young children eagerly climb onto a colourful ride on car. The childminder finds some keys to 'start' the engine and makes a 'brrm, brrm' noise, which children readily copy. The childminder reinforces children's language positively. For instance, she says the words for objects younger children point too and praises them for their efforts in repeating words. As a result, they naturally develop their communication skills and begin to make recognisable sounds and words. This effectively supports the development of the foundations for their communication and language skills.

The childminder uses puppets to encourage children's interest in books and ability to focus

during storytimes. However, alternative ways to develop their concentration with storytelling are sometimes limited. For example, the childminder does not use photos reflecting significant people, places, or toys to extend their interest. Children learn about size and space as with the childminders encouragement they fit books back onto shelves. The childminder is starting to give more focus to this area of children's learning. However, she has not yet considered collecting objects of varying textures, weights and sizes for them to explore and compare. This reduces their mathematical awareness.

Children develop a keen sense of curiosity in their play. For instance, they play with an interactive cooker, which makes noises when they turn and press the buttons. This encourages children to start thinking critically and helps them gain the necessary interest, which will support their future skills. The childminder supports the activities that children initiate very well through her positive approach to their play and development. For example, as children show an interest in dolls, the childminder obtains small feeding bottles to extend their experiences. This effectively promotes children's enjoyment of role play and enables them to act out their ideas. Consequently, children enjoy their play and the childminder supports them very well in making good progress in their learning and development.

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

The childminder provides a welcoming home environment where children and their families are valued. She regularly talks with parents, which helps her to understand children's individual needs very well. For example, after an outing she recognises when a younger child is ready for a nap. She lets them quietly fall asleep in the comfy, lie back pushchair and when they awake they are refreshed and happy. As a result, children are relaxed and content in her care as she effectively meets their usual routines. Children behave well as they feel safe and secure with the childminder. She uses appropriate boundaries and distraction effectively, to prevent any unwanted situations and encourages children to be kind to others through her positive, calm approach. Children enjoy their visits to local toddler groups. This provides them with opportunities to learn about sharing their toys with other children and develop early friendships. This actively supports children in developing the skills that will help them in their transition to school. Children can access an attractive range of toys and resources and enjoy exploring the welcoming play areas. They develop independence as they find their own drinking beakers.

The childminder promotes children's awareness of healthy living very well. For instance, children are consistently encouraged to wash their hands. She gently reminds children to cover their mouth when coughing and as a result they begin to do this naturally. This effectively encourages children's ideas of good practice and helps to prevent the spread of infection. Children have sociable meal times and enjoy their snacks. The childminder provides them with nutritious foods, such as cheese, grapes, pitta bread and hummus and carrot or pepper sticks. They sometimes go to a local supermarket and the childminder talks to them about the foods they see there. Consequently, children develop a good understanding of healthy eating and enjoy foods that will help them grow strong. The childminder allows children to take safe risks within their play. For instance, she provides

soft matting on the paved section of garden so younger children can crawl safely outside. This enables all children to participate in outdoor activities and so promotes inclusion well. At a favourite play park, the childminder explains to children why they need to be careful when they are near the swings. She encourages them to hold tight to the bar of the swing as she pushes them gently back and forth. This helps children start to develop an awareness of possible dangers and how to keep themselves safe from harm. The childminder wraps children up warmly so they can go outside in the colder weather. This means they benefit from being out in the fresh air all year round. They enjoy their frequent outings and have lots of opportunities to exercise in their play. For example, they have fun bouncing on a mini trampoline at a toddler group. Children like to use the ride on toys and smile as they begin to scoot across the floor. As a result, they have fun in their play and develop a sound awareness of keeping themselves safe and healthy.

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

The childminder is currently undertaking child care training and also continues to attend a short course to support her understanding of child care and development. For instance, she has completed a higher level course on safeguarding. This has helped her develop a clear awareness of possible safeguarding issues. In addition, she understands the necessary procedures to follow should a concern arise and keeps relevant written information available. This effectively helps to promote children's welfare. The childminder completes risk assessments of her home and any outings with children. She updates these regularly as children's needs and stages of development change. Suitable safety prevention is in place. For example, children are strapped securely in their highchairs for their meals and a comfy pushchair for outings. The childminder takes her mobile phone with parent's contacts and a first aid kit with her on an outing. This helps her with the management of any emergency situation. The childminder demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She uses this understanding effectively to organise her practice and promote children's welfare. For example, she implements clear operational policies and procedures and shares these with parents. This promotes good communication with parents and encourages their involvement in their child's care and learning. The childminder meets with parents before their child starts with her, to discuss their individual routines and needs. This means children are provided with a consistent approach to their care and learning. Parents say they feel their child is very happy in the childminder's care and she has contributed greatly to their development. The childminder is not currently minding any children who attend other settings or need support from other agencies. However, she understands the need to work in partnership with other settings should this happen.

The childminder reflects on her practice and makes ongoing improvements. For instance, since registering she has reviewed children's use of the garden area to further promote their learning opportunities outside. The childminder is developing systems to evaluate the success of the play activities offered. This helps her in monitoring children's progress. For example, by identifying if there are any gaps in their development across each area of

learning. Consequently, she is able to provide a well-balanced variety of purposeful play experiences, which promote children's 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

Unique reference number	EY444650
Local authority	Poole
Inspection number	799095
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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