

<b>Inspection date</b>	08/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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's strong promotion of children's personal, social and emotional development is reflected in the warm, caring relationships that clearly exist between them. Children show they are happy.
- Children make good progress from their starting points across all areas of learning as the childminder plans and provides a wide range of interesting and stimulating activities for them.
- The childminder effectively evaluates her provision to secure continuous improvement. She is proactive in updating her knowledge to enable her to continually improve the children's experiences and progress in their learning.
- There are good systems in place to promote partnership working with parents and other professionals to support children's individual needs.

#### **It is not yet outstanding because**

- Children have opportunities for fresh air and exercise when they go on outings to parks, farms and beaches. However, the use of the garden does not feature in the daily routine to fully support children's physical development within the childminder's home.
- Children's independence is promoted in most areas, such as making choices about their play and hand washing. However, they are not invited to help prepare snacks to further develop independence.

## 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 assessment records, planning documentation and a range of other documentation and policies, including the safeguarding procedures.
- The inspector observed activities with the children in the lounge, dining room and kitchen.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector also took account of the views of parents through recent questionnaires.

## Inspector

Maria Lumley

## Full Report

### Information about the setting

The childminder re-registered in 2012. She lives with her husband and two children, aged 12 and two years, in a three-bedroom semi-detached cottage in the village of Charlton Marshall, Dorset. All areas of the home are used for childminding purposes, with a living room, kitchen-diner and downstairs cloakroom used as the main areas. Rest and toilet

facilities are available on the first floor. There is a fully enclosed garden available for outside play. The family has a cat and a dog. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are three children on roll, two of whom are in the early years age group.

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

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

- give as much opportunity as possible for children to move freely between indoors and outdoors to fully support their physical development
- involve young children in preparing food to further develop their independence.

### **Inspection judgements**

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

Children make good progress in their learning and development as the childminder knows them well. She seeks information from parents about children's stage of development from the onset to help her identify their starting points. The childminder makes regular observations of their achievements, in order to assess their progress and identify their next steps in learning. The childminder shares these with parents regularly and encourages them to contribute to the records. She plans a wide variety of activities and experiences across all areas of learning that build on children's interests and their existing knowledge and skills. This keeps children of all ages challenged, interested in activities and well prepared for the next stage of learning or for school. The childminder has a good understanding of her responsibility in completing a progress report for children aged between two and three years. She makes sure these are ready for sharing with children's health visitors at their screening checks. These link with other professionals and enable targeted plans to be developed to support children's future learning.

Children have developed close bonds with the childminder and confidently approach her for support and cuddles. They are developing good levels of independence, confidently moving around the rooms and making choices in their play. The childminder resources the rooms to support independence, for example, providing steps so that children can reach sinks to wash their hands. The childminder asks the children what they would like to eat at snack time and they watch closely as the childminder peels and slices the fruits. However, children are not given the opportunity to take part in these tasks to develop their independence.

Children's early communication, reading and writing skills are developing well. They have access to a variety of writing implements, which means that they have numerous opportunities to begin to make marks. For example, they use crayons, paints and pencils to form lines, circles and letters. The childminder provides flash cards and an environment rich in print to ensure that children become familiar with letters and words. She uses her observations and planning to keep children challenged in their learning. For example, when a very young child confidently recognises and correctly names most letters of the alphabet, she introduces new learning opportunities of weekly phonics sessions and a local speech therapy programme. This supports the children in blending sounds and early reading skills. Children listen attentively as the childminder reads stories with animation. She paces stories well, giving children time to study pictures. The childminder asks the children questions to confirm they have understood the story and for them to predict what will happen next.

Children develop social skills as they visit local groups where they meet a range of other adults and children. This helps them to learn about sharing and how to cooperate in large numbers. They show good dexterity as they manipulate and balance construction blocks to build towers. The childminder extends the children's play by asking them how many blocks they have used and to compare height. Children confidently count the nine blocks and call out, 'Its tall'. They get the foam number puzzles and find the number nine and hold it up.

Children learn about the wider world as they go on interesting outings, based on topics and children's interests. They visit local parks, beaches and farms to explore nature. Children learn about other cultures and countries during craft activities and tasting foods from around the world. The childminder takes the children to the hospital where they learn about the roles of doctors and nurses. This is supported by role play and stories at the minding setting, helping children feel safe and secure with people that help them. Children take part in fund raising activities as they go on sponsored walks. The childminder makes them aware that their contributions help those less fortunate than themselves.

Children thoroughly enjoy exploring different media. The childminder offers activities that capture their interest. For example, they are excited as the childminder adds powdered gel to water, closely observing the changing texture. The childminder asks the children questions to extend their thinking and language. She asks, 'How does it feel?' The young children use words such as 'squidgy' and 'soft'. The children use their fingers and to make marks in the gel, laughing with delight as they do so.

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

Children are happy, confident and play well as the childminder develops good bonds and attachments with them. She is caring, attentive and affectionate and uses lots of praise and smiles to make children feel safe and secure. As a result, children demonstrate a strong sense of belonging and their self-esteem is promoted. The young children generally

negotiate and work well together, however minor incidents do arise. For example, on occasions the children take toys from each other which cause upset. The childminder is very quick to intervene and talks to the young children about how their actions make others feel. Older children help to write the 'Golden Rules' which are displayed in the rooms. These are revisited as incidents arise. Children are beginning to understand about responsibility and help to help tidy resources away before snack time.

Children benefit from freshly prepared meals and enjoy blueberries, banana, grapes and apple at snack time. The childminder explains to children that fruit is good for them, which helps develop their understanding of healthy eating. Once children have finished their snack they transfer pictures of what they have eaten onto the 'Five A Day' chart. Children are beginning to recognise the changes that occur in their bodies. For example, before eating, a child says, 'my tummy's rumbling'; whereas after eating, they say, 'my tummy's full now'. Children have constant access to the drink table where they can help themselves to water throughout the day. Young children begin to learn to manage their personal needs when wash their hands after eating and messy play. Older children quickly become familiar with simple, good hygiene routines, such as taking their shoes off in the house. As a result, the childminder prepares children well for their transition into pre-school and nursery.

The childminder has developed a good range of resources to support children's all round development. She stores these in labelled containers at low level so that children can make choices about their play. Additional resources are stored upstairs and she rotates these on a regular basis. Children benefit from regular trips to parks and play areas. Here they enjoy physical challenges as they run, climb and swing on large play equipment. However, children are unable to move freely between the indoor and outdoor areas of the childminder's home. Use of the garden does not feature in the daily routine to fully support children's physical development. As a result, on occasions children start to run around the house as they are not able to be active outdoors.

The childminder constantly assesses risk to children when they are out and closely supervises them at all times. Children wear high visibility jackets when in public places and learn safe behaviour when crossing roads. For example, they learn to wait for the green man to light up at crossings and stop, look and listen before stepping onto the road. Children take part in fire drills so they are familiar with how to behave in an emergency and keep themselves safe.

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

The childminder is well organised, efficient and has a good knowledge and understanding of her responsibilities in meeting the learning and development requirements. She monitors children's progress and carefully plans for the next steps in their learning. Parents receive detailed written diaries, which keep them well updated about their child's day. In addition the childminder and parents make good use of phone calls and text messages to relay information. Parents also have access to children's learning journals and

meet up with the childminder monthly to discuss these. They are actively encouraged to share any progress and areas of concern regarding their children's learning and development. Parents written comments evidence their positive views on the provision and they all rate the childminder highly. The childminder does not care for any children that attend other early years settings. However, she has considered how she would initiate contact and develop relationships with other practitioners in the future.

The childminder has a good awareness of child protection procedures and has attended relevant training. She has a secure knowledge of the correct procedure to follow should she have any concerns about a child. The childminder shares all her policies, including safeguarding and complaints with parents, so that they are aware of her responsibilities. She has completed paediatric first aid training and has effective procedures in place for recording accidents and the administration of medication. The childminder effectively completes all required documentation and obtains written consents from parents, so that she can follow their wishes. She completes detailed risk assessments for the property and outings. Safety measures such as stair gates are in place to minimise risks to children. The childminder supervises children at all times and visitors are required to sign in and out.

The childminder continually assesses her setting and practice and makes changes as and when needed. For example, she has recently reviewed and updated her policies. In addition the childminder has revised some of her practices such as the children's learning journeys and observations to meet requirements of the new revised Early Year Foundation Stage. The childminder sends out parent questionnaires and responds to any suggestions they make to improve outcomes for children. She subscribes to several childcare publications to keep her up to date with childcare issues and to gain new ideas for improvement. The childminder is currently working with her Early Years Play Advisor from Dorset County Council to become quality assured and accredited. This involves regular monitoring visits and responding to action plans to ensure continued development. The childminder demonstrates a strong commitment to improving her provision for children's care, 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
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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>	EY448757
<b>Local authority</b>	Dorset
<b>Inspection number</b>	800070
<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>	5

<b>Number of children on roll</b>	3
<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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