

## Inspection date

Previous inspection date

10/01/2013

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 is very well organised and dedicates her time effectively to meeting the children's individual care and learning needs.
- The childminder is highly supportive of children in helping them settle. She is sensitive, calm and motivated. This gives the children a strong sense of belonging as they gain self-confidence.
- Young children benefit from and enjoy the personalised photograph albums of their family members, friends and pets. As a result, they develop a strong sense of emotional well-being.
- The childminder continually talks and sings with children, uses sign language and visual aids, books and rhymes to effectively promote their communication skills.

### It is not yet outstanding because

- The storage of resources in the living room is not as readily accessible to younger children to help them make wider choices in their play.

## 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 activities in the two main downstairs areas.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's self-evaluation document, written policies and procedures and the children's records.
- The inspector took into account the written feedback from parents.

## Inspector

Janet Armstrong

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and three school-aged children in the county town of Dorchester, Dorset. All areas of the home are used for childminding with care mainly provided in the living room, playroom, kitchen/diner and downstairs cloakroom. Rest and toilet facilities are upstairs and the enclosed back garden is available for outside play. The family has a bearded dragon, hamsters, a dog and tropical fish as pets. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three

children on roll, all of whom are in the early years age range and attend on a part time basis. The childminder occasionally works with another registered childminder. The childminder holds a National Vocational Qualification level 3 diploma in early years.

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

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

- make materials easily accessible at child height, to ensure everybody can make choices, including the younger children.

### **Inspection judgements**

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

The childminder has a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. She has effective planning and assessment systems that support her well in providing targeted activities each week. This means children enjoy and benefit from a wide range of interesting and stimulating activities that help them to make good progress and develop skills for their future learning. She bases her planning around themes and topics which she links each week to the children's individual learning needs and interests. Successful assessment systems enable the childminder to record children's progress and achievements, and identify any gaps in their learning. The childminder works very well with parents. Effective communication encourages them to share what they know about their child and any learning from home, and contribute towards their child's learning journal. This means the next steps in the children's learning remain the focus at all times. The childminder's positive approach means that she prepares children well for the next stage of their learning. The childminder is aware of the need to complete the progress check for children at age two years, and has identified a suitable system to help her with this.

The childminder supports young children's personal, social and emotional development particularly well. Therefore, young children are happy, settled and secure. The childminder is highly supportive and caring towards them, providing lots of positive interaction and reassurance. A young child finds a photograph album the childminder has made of the child's family, pets, familiar toys and places of interest they visit. The child babbles and laughs as they turn each page, showing much enjoyment and interest in what they see. The childminder is on hand to talk to the child about what they see in each picture. Each child has a personal photograph album that includes written information about each picture for older children, to support their developing literacy skills well. Young children

receive positive levels of support and encouragement from the childminder to explore the range of toys available to them. The childminder uses an effective range of communication methods to support the young children in her care. The use of sign language, singing rhymes, talking and use of visual aids encourages them to communicate and share their needs. The childminder's interaction is positive, stimulating and encouraging as she shows them what the different toys can do to further encourage their involvement and exploration. This means they explore a range of musical instruments, a peg and hammer toy and computerised toys with interest, learning quickly what to do to make things happens.

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

Young children develop a strong bond with the childminder. She has very positive systems in place to help settle children new to her setting and works closely with other settings to support smooth transitions. They enjoy positive support and encouragement, and frequently seek and receive reassurance through hugs and cuddles. Young children are happy, settled and comfortable in the childminder's warm and family orientated home. They enjoy the range of activities on offer to them and the childminder's involvement in their play choices. Although there is a large selection of resources, storage arrangements for toys in the living room reduce children's free choices at times. The childminder is a positive role model. She provides children with clear and consistent messages about expectations to share, take turns, and consider the needs of others. She has a wide range of resources that reflect the diverse society we live in to raise young children's awareness of difference. This is supported by positive discussions and planned topics for all children that help them to accept people's differences and to be confident in who they are.

Children receive positive support to stay safe and lead healthy lifestyles. The childminder provides them with healthy balanced meals based on their likes and dietary needs. She supports this with planned activities to teach the children about healthy foods. The childminder's daily routines allow children the opportunity to become physically active in the garden, or on local walks regardless of the weather. Young children learn about safe practices that raise their awareness of potential hazards around them. The childminder supervises them well so that they recognise the need to be gentle with animals, not to climb on furniture and to keep away from hot things in the house. When on outings, children learn about road safety and stranger danger. These positive steps help children to start managing their own behaviour to keep themselves and others safe.

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

The childminder has a secure knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage. She is highly effective in promoting children's safety to help protect them from harm. For example, effective risk assessments support her well in providing safe areas for children to play and explore in, both indoors, outside and on outings. She has a strong knowledge of child protection issues and the

correct procedures to follow should she have a concern about a child in her care.

The childminder works very closely with parents. Highly effective systems promote positive communication and partnerships with parents and other early years settings that children attend. This means that all concerned regularly share up-to-date and relevant information about the children's care, learning and development needs. The childminder is highly supportive of new parents and children to help them settle. She ensures parents are well-informed about her practices and expectations, and in return ensures parent's contributions are valued and acted upon. A two-way daily diary records detailed information about the child's routines, learning needs and achievements. This consistent approach means that children settle quickly, and gain in confidence and self-esteem.

The childminder's dedication and commitment to providing a high quality service support her well in meeting the needs of the families she works with. Her childcare qualifications, previous childcare experience and commitment to continuous improvement enable her to make effective changes to her practice. Her self-evaluation systems are highly effective, build on her strengths and bring about change. For example, the childminder has developed her own tracker form so that she can monitor children's progress through the Early Years Foundation Stage and identify any gaps in their learning. This system works well to help her plan for the children's next steps in their learning. The childminder attends training to update her knowledge and skills, such as safeguarding. She seeks the support and advice of other early years professionals, and the views of parents and children to help bring about change.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY446678
<b>Local authority</b>	Dorset
<b>Inspection number</b>	809515
<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>	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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