

<b>Inspection date</b>	11/01/2013
Previous inspection date	15/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 establishes strong professional relationships with parents, which promotes children's welfare and learning.
- The childminder provides healthy home-cooked meals and snacks, thereby supporting children's awareness of healthy lifestyles.
- Children feel settled and secure and make good progress in their learning due to the positive interaction of the childminder.
- The childminder has a confident knowledge of safeguarding procedures which supports her in her role of keeping children safe.

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

- The childminder has not extended the links with other settings to include details about children's progress and learning to promote consistency.
- Toys and resources are not always well organised or labelled to enable children to make an informed choice about what they want to play with.

## 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 minded children involved in activities and engaged in discussions with the childminder and the children present at appropriate times.
- The inspector looked at a sample of children's assessment records, planning documents and various records.
- The inspector took account of the views of parents and carers.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

The childminder registered in 2008. She lives with her husband and two children in a house in the Colehill area of Wimborne in Dorset. The whole of the childminder's house is registered for use, with care mainly provided on the ground floor, which includes a lounge, dining room, kitchen and toilet facilities. Children have access to a rear garden for outdoor play activities. The family has two dogs, a cat and chickens. The childminder is registered on the Early Years Register, and the compulsory and voluntary part of the Childcare Register. There are currently six children on roll; four of these are in the early years age

range.

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

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

- improve the organisation of resources so children are able to make more informed choices about what they want to play with
- extend further the links with others who provide care for the children, to share more detailed information about the children's learning and development to further promote consistency and continuity.

### **Inspection judgements**

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

Children are interested and keen to learn. The childminder provides them with a broad range of activities and experiences, which helps them to make good progress in their learning. The childminder establishes good links with parents when children first start, gaining detailed information about children needs, interests and learning. This, along with the observations the childminder makes as children play, helps her to plan and provide activities that reflect children's interests. These activities also build on what children already know and can do and prepare them well for the next stage in their learning. The childminder uses an online system for recording her observations, tracking children's progress and identifying their next steps in learning. This system is accessible to parents from their own home computers, keeping them fully involved and encouraging them to contribute to their children's learning and development. The childminder has completed the required progress checks for two-year-olds, and has made these accessible for parents to share with health professionals to help monitor children's progress.

Children are confident communicators. They use language to express their needs and enjoy the childminder talking to them about their activities as they play. The childminder encourages them to increase the range of vocabulary they use and extend their sentences as she frequently repeats words back to children. Children develop a love of books. They have a good range of easily accessible books available and visit the library weekly to select from a wider range. They enjoy sharing books with others as they point out the characters and name the animals they see. They sometimes use the sounds the animals make to show their understanding. While at the library, the childminder helps them to use the computerised system to sign their books in and out. This increases their confidence in

using technology in everyday situations.

Children are confident in the setting and make choices in how they wish to play and what they wish to play with. However, the childminder does not label some toys, which are stored in baskets, making it more difficult for children to know what is in them to enable them to make informed choices. The childminder takes the children on many outings to local places of interest. They often go on walks in the woods, taking a picnic to enjoy whilst they are there. They learn about the natural environment and help the childminder to look after her chickens, collecting the eggs they have laid. Children become familiar with numbers. They count as they play and during everyday activities such as at snack time. This helps them to develop an understanding of number order and value. They enjoy music and songs. They identify their favourite piece of music and move around the room like a monster, moving their bodies imaginatively to the sounds they hear.

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

Children develop strong relationships with the childminder and her family. They settle well in the welcoming family home environment. They feel secure as the childminder understands their needs well, due to the effective relationships established with parents. Children feel safe and relaxed in the familiar daily routines. They receive lots of praise and encouragement as they play. They learn to share and take turns and understand the familiar and consistent boundaries and expectations. This boosts children's confidence and self-esteem and helps them to develop positive relationships with others.

Children benefit from being able to freely explore the indoor environment. They enjoy many opportunities to engage in outdoor activities, sometimes in the garden and sometimes in the local parks and woodland areas. The childminder provides a large selection of toys and equipment, suitable for the ages and preferences of the children she cares for. Children learn to respect and value diversity and consider the needs of others, for example, through playing with toys that positively reflect people's differences. They engage in activities relating to festivals such as Chinese New Year, which helps them develop a good understanding of the world.

The childminder places a high priority on keeping children safe and teaching children how to keep safe. She regularly reviews her risk assessment and takes steps to ensure the environment is suitable to meet the needs of the children attending. Children practise the emergency evacuation procedures to help them learn about what to do should an incident occur. Positive practices help to promote children's health. Children are provided with healthy home cooked meals and snacks. Children are encouraged to enjoy fresh fruit and vegetables. Children who are less adventurous in their tastes are encouraged to try new foods to benefit their health and well-being. Children follow good hand hygiene routines. When drying their hands, they know which towel is theirs and remind the childminder which one is hers. This positive practice helps to prevent germs from spreading and teaches children good hygiene routines for later life.

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

The childminder has a secure awareness of the Early Years Foundation Stage requirements for both learning and development and welfare. She has developed secure systems to help her monitor and evaluate the effectiveness of the provision in meeting individual children's needs. The childminder is keen to increase her knowledge and this has helped her to make positive changes in her own practice. Since her last inspection she has embarked on an early years degree programme. She uses knowledge gained through this training to help her evaluate her practice and make positive improvements for the children attending. The childminder monitors and tracks children's progress, helping her to plan for each child's next steps. This means children are making good progress throughout all areas of learning. Flexible but consistent daily routines mean children feel safe and secure and are ready to learn.

The childminder is mindful of safety and has a confident understanding of safeguarding children procedures. She recognises the importance of being vigilant about safety when caring for children and following appropriate procedures to help keep children safe. She knows the steps to take and who to contact in the event of a concern about a child she cares for. Therefore, her safeguarding practices help to promote children's welfare effectively.

The childminder works very well with parents to establish children's starting points. She uses diaries and allows time for daily discussions to share important information about children's care needs to promote consistency. She gives parents detailed information about her role and responsibilities through written and frequently updated policies and procedures. All of these are accessible online, enabling parents to view them in their own time. Parents are extremely happy with their children's care. They value the 'healthy home cooked meals', which the childminder provides. They state that the childminder is 'very approachable' and offers a 'comfortable and relaxed environment' where their children feel secure. The childminder has established links with other settings children also attend and other professionals involved in children's care. However, she has yet to formalise arrangements for sharing more detailed information about children's learning and development, to increase consistency in the support children receive.

### **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>	EY379946
<b>Local authority</b>	Dorset
<b>Inspection number</b>	815776

<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/10/2008
<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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