

## Inspection date

Previous inspection date

21/01/2013

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

- Children make good progress through a varied and interesting range of experiences. The childminder is enthusiastic and activities are undertaken with a sense of fun.
- 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.
- The childminder enriches children's experiences by inviting visitors to her home and exploring their different professions.
- The childminder has a good understanding of, and gives high priority to, children's safety and well-being. She takes appropriate action to reduce potential hazards to children both indoors and outdoors.

### It is not yet outstanding because

- Children find photographs of themselves and place them on the wall to self-register. However, these are not always in place when children first start to support a sense of belonging.
- 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 play room, hall 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 written letters prepared for the inspection.

### Inspector

Maria Lumley

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and their two school aged children. An adult student also lives at the address. The home is in Ferndown in Dorset. The family has pet guinea pigs which are housed outdoors. Minded children have access to most areas of the house, with the exception of the ground floor bedroom and

bathroom, with care mainly provided in the playroom and kitchen/diner. Bathroom facilities and bedrooms, located on the first floor, are available for rest or play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five children on roll, all 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:**

- create additional opportunities for moving children towards independence such as, involving young children in preparing food
- provide photographs of all children, including those newest to the provision, so that all children develop a sense of belonging.

### **Inspection judgements**

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

The childminder demonstrates a good understanding of how to promote children's learning and development. She is flexible in her approach and spontaneously extends children's learning through skilful questioning and her close interaction. The childminder's enthusiastic manner and sense of fun captivate the children. This keeps children of all ages challenged, interested in activities and well prepared for the next stage of learning or for school. For example, as children near school age the childminder provides them with more complex resources. They eagerly use equipment such as staplers, hole puncher, pencil sharpener and tape dispensers, challenging their skills and concentration. 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 links with other professionals enable targeted plans to be developed to support children's future learning. For example, working together effectively with parents to support children's speech and language.

The childminder enriches children's experiences by inviting visitors to her home and exploring their different professions. Children excitedly recall the visit from a nurse and they look at photographs taken on that day. They take on the role of doctors and nurses, rushing to help an injured bear. A child places the stethoscope on the bear's chest and tells their friends, 'I'm making sure it's heart goes boom, boom, boom.' The childminder

arranges visits from other professionals including police and fire officers. These experiences enable the children to learn about the wider world and the work of people that may help them.

Children have developed close bonds with the childminder and confidently approach her for support and cuddles. They are forming friendships with the other children and are sensitively supported by the childminder. She encourages children to play cooperatively, learn to take turns, share and compromise. They confidently move around the rooms and making choices in their play.

Children have good opportunities to enhance their physical skills through effectively planned experiences. They dress in suitable clothing and enjoy fresh air and exercise regardless of the weather. They climb and balance on large climbing equipment at the park. Children show good control of their bodies as they climb on toys. From an early age they demonstrate good hand-eye coordination and dexterity as they cut out shapes and pictures. Children are imaginative in their play and create their own unique pieces of art. For example, a child proudly holds up a lollipop stick onto which they have stuck paper. Their work receives high praise from the childminder who tells them, 'It's lovely, you are so clever, how did you do it?' The child eagerly tells them how they achieved it.

Children's experiences outside the childminder's home provide them with numerous opportunities to learn about the world around them. They visit beaches and woods where they explore nature. Children are excited to show the stickmen they have made from resources they have gathered. Trips to museums and stately homes capture their interest as they look at paintings and exhibits. Children learn about taking care of the environment as they recycle paper and plastic. After eating their yoghurt a young child says, 'My jelly pot will make another bottle'.

Children are supported and encouraged to use numbers throughout their play. They quickly become absorbed in a planned activity using rice. Children explore number, weight and measure as they use spoons to transfer the rice into tubs and bottles. The childminder asks questions to extend their thinking, for example, 'Is the bottle full yet?' The children look closely and discover there is still space for more rice. They count one, two, three more spoonfuls before saying, 'It's full now'. The childminder talks about rice as the children play to develop their curiosity. She asks, 'What does the rice sound like?' as she pours it through her hands. The children copy this action and say, 'It sounds like the rain'. The childminder and children go on to compare the textures of cooked and uncooked rice. This demonstrates that the childminder extends activities to incorporate the children's interests and encourage their enthusiasm. Therefore children are well prepared to benefit from each stage in their learning.

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

The childminder invests time at the start of contracts to support children's settling in. She visits the children and their families in their own homes and makes sure 'All about me' forms are completed and discussed. This helps her to be fully aware of children's

individual needs, routines and comforters. This is followed by settling in sessions in her home. Consequently, children are very well prepared and manage the separation from their parents with ease. They develop very close attachments with the childminder and their friends. On arrival the children self-register, transferring their photographs and names onto the wall. However, photographs are not in place for the newest children to fully promote a sense of belonging. The childminder is caring, attentive and affectionate and uses lots of praise and smiles to make children feel safe and secure. As a result, children's self-esteem is effectively promoted.

The childminder plans group activities where children learn to cooperate. For example, she has developed a musical instrument bag so that all children learn to share and take turns. This has had a positive impact on children's behaviour and their awareness of the needs of others. An older child picks up a pencil from the floor and passes it to their younger friend. The childminder always thanks the children for their kind behaviour and achievement. Children are familiar with the house rules which include eating and drinking at the table and taking shoes off indoors. The visual prompts support the younger children's understanding.

The childminder makes very good use of everyday events to reinforce safety. For example, when walking in the community she talks to the children about hazards such as traffic and dangers. As they travel in the car they learn to 'clunk, click' their seatbelts to keep safe. The children make traffic lights at craft activities and say that green means go and red means stop, demonstrating their understanding of road safety. Children take part in fire drills so they are familiar with how to behave in an emergency and keep themselves safe. Children are reminded of ways to keep safe at every opportunity. For example, the childminder reminds them to sit at the table and to take care when using scissors.

Children begin to learn to manage their personal needs when wash their hands after toileting and before eating. The childminder is a good role model and reminds the children to wash thoroughly between fingers and thumbs. A child says this is because they need to get rid of the germs. Young children are beginning to recognise the needs of their bodies. For example, saying, 'Nappy' when they need to be changed. The childminder responds immediately, making sure the child is kept comfortable. Children enjoy nutritious food, provided by their parents in consultation with the childminder. They sit together at snack time and they watch closely as the childminder peels and slices apples and carrots. However, children are not given the opportunity to take part in these tasks to further develop their independence.

The childminder organises resources well, for example, storing toys at a low level so that children can reach them easily. This keeps children engaged and challenged in their play. The childminder monitors children's learning and development at all times and responds to their changing needs. For example, when a child started to use scissors with both the left and right hand she quickly purchased left-handed scissors to support the child is acquiring cutting skills.

## provision

The childminder has a good understanding of how to safeguard children in her care and is fully aware of what signs or symptoms would cause her concern. She is very clear about her role and makes clear to parents her responsibility to report any concerns to the relevant authority. The childminder gives high priority to ensuring her home is safe and secure for all children. This results in children moving safely and independently around the home and garden to play and learn. Thorough risk assessments help to ensure that the premises and resources are well maintained, safe and suitable for the children. All required documentation is in place to support and safeguard children's welfare. The comprehensive policies are shared with parents, so that they know what to expect from the childcare 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. The childminder has developed learning journals for each child, which include photographic evidence and regular observations that link to the areas of 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, emails and text messages to relay information. Written feedback from parents evidences their positive views on the provision and include comments such as, 'first class childminder', 'caring and nurturing' and 'plans days that area always varied and stimulating'. The childminder has established trusting and effective links with other settings who share the care and education of the individual children attending. In this way she is able to provide continuity of care by sharing information.

The childminder is ambitious and shows a realistic awareness of her strengths and areas she wishes to develop as demonstrated through her various forms of self-evaluation documents. For example, the childminder proactively seeks out training and development opportunities such as 'Practical Inclusion' to build on her existing knowledge. She asks parents their views and responds to suggestions they make. These result in positive improvements to the childcare provision and benefit children in her care.

## 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>	EY446631
<b>Local authority</b>	Dorset
<b>Inspection number</b>	809513

<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>	5
<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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