

Inspection date	25/01/2013
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	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

- Children are happy and settled due to the trusting relationships they have developed with the childminder. This successfully supports their emotional well-being.
- The childminder has a good understanding of safeguarding issues. She is clear of her responsibilities and procedures to follow to support children's welfare.
- Effective systems are in place to monitor children's progress and help them move onto to the next steps in their learning. As a result, children are making good progress.
- The childminder uses consistent and clear boundaries for children to help them develop a good understanding of acceptable behaviour.

It is not yet outstanding because

- The childminder does not make the most of everyday routines and activities to extend children's understanding of number.
- The garden is not used to its full potential to enhance children's all-round learning and development.

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 and interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents provided by the childminder, including children's assessments

Inspector

Dinah Round

Full Report

Information about the setting

The childminder registered in 2001. She lives with her partner and teenage son in Dorchester, Dorset. All ground floor areas of her house and the first floor bathroom are used for childminding. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has six children on roll, of these; five are in the early years age group. The childminder is a member of the National Childminding

Association and the Dorchester childminding group.

What the setting needs to do to improve further

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

- develop children's mathematical understanding by incorporating number names and number language spontaneously through activities and everyday routines
- make better use of the garden to enhance children's learning experiences.

Inspection judgements

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

The childminder has a good understanding of her responsibilities in meeting the Early Years Foundation Stage learning and development requirements. She knows children well and has a clear knowledge of their individual abilities and stages of development. Activities are planned to take account of children's interests and provide interesting play activities and experiences, for example, exploring the snow. Children touch and feel it as the childminder introduces words such as 'cold' and 'slippy', and promotes discussion around what is hot and what is cold. This successfully extends children's learning. Effective use of ongoing observational assessment helps the childminder monitor children's progress and identify any gaps in learning. She makes good use of documents, such as the 'Development Matters' guidance to help her support children to move onto the next steps in their learning and development. As a result, children are making good progress in relation to their starting points. The childminder incorporates a good balance of both adult-led and child-initiated play activities into the children's day.

Children enjoy playing and exploring, and show growing independence as they explore their surroundings, happily selecting toys and play activities. Children's communication and language skills are fostered well as the childminder continually talks with children. She repeats phrases back to children skilfully introducing new words such as, 'Yes, it's a train, a big train'. This helps to extend children's vocabulary. The childminder makes effective use of signing to help support younger children's understanding. Children enjoy books and cuddle up on the childminder's knee to share a book. They carefully turn the pages, pointing and listening as she talks about the pictures, repeating some familiar words. Activities introduce children to size and shape. Children develop problem-solving skills as they decide how to get the different shapes into the corresponding holes in the shape-sorter. However, the childminder does not regularly incorporate number and counting

through everyday routines and activities, such as counting how many trains on the track or how many sandwiches on the plate at lunchtime. Children are fascinated as they investigate the various toys and learn to operate them by themselves. They press buttons on the toy telephone to create the different musical sounds and push the handle on the spinning top to make it go round and round. Creative activities are organised to allow children to explore different materials, and they show good control as they handle the glue sticks to create collage pictures. The childminder takes children to various activities outside her home to increase their opportunities for creative play activities, such as events at the local children's centre. This helps to widen children's play experiences.

The childminder works effectively in partnership with parents. She tailors the settling-in sessions around the family's needs to help children's transition from home to her setting. This enables her to gain information about children's individual needs through informal discussions, and the 'All about me' form. She uses the information to settle children and help plan for children's future learning. Effective use of a daily diary, and regular chats at handover time, keep parents well informed about their children's care, learning and development. Parents comment positively about the childminder's provision. They value her support for children's development and her flexibility in accommodating their needs at short notice. The childminder sends library books back with children for parents to read with them at home. This encourages parents to get actively involved in their children's learning and development.

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

Children feel secure with the childminder who has a good understanding of their individual needs. She links closely with parents about the children's development so she can follow their routines, such as when children are toilet-training. This enables her to provide continuity for children's care. As a result, children are happy, settled and content. The childminder values all children. She manages her time well to ensure that each child receives individual attention and they enjoy the close contact at story times.

The childminder has successfully assessed the risks to her premises and takes action to minimise these. This means children are able to explore their surroundings freely and safely. The childminder supervises children well and provides gentle reminders during their play, such as to sit properly on the chair so they do not fall. Children are taught road safety when on outings and this helps raise their awareness of how to keep themselves safe when out and about. The childminder gives children clear boundaries to help them learn right from wrong. For example, she helps them to understand that taking the train off another child is not acceptable. Children are reminded that sharing is important and to use their 'gentle hands' with others. They develop good self-care skills as they follow the handwashing routines and younger children learn how to use a spoon competently at mealtimes.

Children benefit from the provision of a dedicated playroom with labelled resources stored in easily accessible containers. Play equipment for younger children is positioned on lower shelves to enable them to freely select their toys. This helps to foster children's developing

independence. A variety of outdoor play activities and experiences is planned in the local community. . This includes trips to parent and toddler groups, local parks, the library and visits to other childminders. This allows children to socialise and widens their play and learning experiences. However, the garden is not used to its full potential and resources, such as the bird table, are not used to enhance children's learning.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has developed policies and procedures that are shared with parents so they are aware of her practices and responsibilities. All required records are in place to support children's welfare. The childminder's knowledge of safeguarding is strong and children's safety is well promoted. She is clear of her role and responsibilities and procedures to follow in the event of a concern about a child in her care.

The childminder has a secure knowledge of the learning and development requirements. She has implemented effective assessments systems to help her monitor children's achievements. The childminder has yet to put into practice the progress check at age two but through discussion demonstrates she is clear about her responsibility. Activities are organised to take account of children's individual preferences and stages of development. Recommendations raised at the last inspection have been addressed by the childminder. The register now clearly details children's attendance and her safeguarding policy includes all required elements. Resources are organised more effectively and systems used to observe and assess children's progress have been developed further to help the childminder support children. The childminder has a positive attitude to the ongoing development of her provision. She links with her local authority advisor and attends Dorset Quality Improvement Scheme sessions to keep her skills updated. She continues to reflect on her practice to consider ways she can improve her service.

The childminder has established positive relationships with parents. Regular exchange of information means that parents are kept well informed about their children's care and development. The childminder links with other early years settings where children attend, speaking with their key person to share information. This enables her to provide continuity for children's care, learning and development. The childminder provides parents with detailed information about her provision, including regular newsletters to keep them up-to-date of any changes.

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	153411
Local authority	Dorset

Inspection number	814180
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/12/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

