

Inspection date	25/01/2013
Previous inspection date	17/02/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder uses an innovative system to plan exciting and challenge activities that respond to children's interests, involve parents and help children make very good progress in their learning and development.
- The childminder develops highly effective partnerships with parents and other settings children attend. This creates a very strong and secure foundation to cement children's learning and a strong sense of belonging.
- Children are extremely confident, motivated and enthusiastic learners. They become increasingly independent; making choices and directing their own learning. The childminder supports them exceptionally well through relaxed conversations, skilful questioning and challenging ideas.
- The childminder uses comprehensive and highly effective self-evaluation processes to help her achieve and maintain excellent standards.

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 indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector sampled children's progress records, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents by reading letters provided for the inspection.
- The inspector sampled feedback from the local authority and examined self-evaluation documentation.

Inspector

Marilyn Joy

Full Report

Information about the setting

The childminder registered in 2004. She lives with her husband and two school age children in Dorchester, Dorset. The ground floor is used for childminding and includes

toilet and sleeping facilities. There is a garden for outdoor play. The childminder is registered to work with two assistants at any one time. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder receives funding for the provision of free early education for children aged three and four years. There are currently eight children in the early years age group on roll. The childminder supports children with special educational needs and/or disabilities. The childminder has a Certificate in Early Years Practice at level 4 and is currently working towards a degree; her assistants each have an early years qualification at level 3. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enhance children's developing sense of responsibility and reasoning by using 'tidy up time' to help them know where things fit in or are kept.

Inspection judgements

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

The childminder delivers rich, varied and imaginative experiences for children. She has very high expectations for herself, her assistants and the children. The childminder gets to know children exceptionally well and plans an excellent range of activities that respond to their interests. Consequently, children make very good progress in their learning. They learn the skills they need to flourish and achieve well. Children are exceptionally well prepared for school and the next stage in their learning. They are given time and excellent guidance to manage tasks for themselves and solve problems. For example, when a child wants some more construction materials the childminder reminds him where to find them. He takes the drawstring bag from the hook on the wall but asks the childminder to undo it for him. She suggests he try for himself and demonstrates what he needs to do. He successfully opens the bag and eagerly continues his play.

The childminder responds extremely positively to new ideas and effectively implements training to develop her practice. She explains how she made changes to the home corner kitchen. She replaced plastic items with real kitchen utensils and pans and then added some real food. This inspires children's imagination and desire to imitate adults. The childminder is fully involved in children's play. She is ready to intervene with suggestions to extend their play or stand back when children are engrossed in their own games. The

childminder expertly uses her skills and knowledge of the children to decide on appropriate play materials. Young children handle small items well and with ease because they are able to develop and practise these skills. They use real money in their games and become very protective of the coins in their bag. When they take the coins outside the childminder helps them find a safe place for them in the car they are manoeuvring around. She encourages children to experiment and learn by testing their choice. Consequently, children become independent thinkers who are confident to experiment and try things for themselves.

The childminder challenges older children to consider why things happen; such as, melting ice when warm water is added. She introduces the beginnings of reading and writing by introducing letters and making marks. When children are outdoors she adds brushes to the water tray so children can paint the fence, draw or write their name. She encourages the sharing of books and uses props to illustrate the story. The childminder introduces mathematical terms and counting naturally as children play. They learn about position, shapes and addition because she uses terms, such as, next to, behind and hexagon or questions, such as, are there enough? She asks questions that require children to think for themselves and solve problems. This is extremely encouraging for all ages. It results in toddlers working things out for themselves rather than relying on or expecting the childminder to do it for them.

Children experience a broad range of challenging and exciting activities that promote their learning in all areas. They go on exciting outings. They visit a fire station to learn about staying safe and in response to a child's interest in fire engines. They grow their own vegetables, eat them for lunch and also make soup. They explore different materials and textures, such as, sand and dough. They create habitats for animal figures from leaves and stones. There are numerous baskets with lots of different natural materials to investigate and experiment with. Technology is not forgotten because there are buttons to press, flaps to lift and games to play on the touch screen computer. The childminder uses an innovative system to plan activities to meet children's individual needs. The childminder and her assistants involve children and they all contribute ideas around a central theme. Planning is an active and shared process which promotes excellent learning. The childminder works closely with other professionals and parents to implement specific strategies to support individual children. All children benefit from practising letter sounds and mouth movements. It helps them develop clear speech. Children become confident communicators because the childminder is extremely effective in promoting their language and understanding.

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

The childminder uses excellent settling in routines to establish strong relationships with children and their parents. She organises visits over an extended period so that she can get to know parents and children. This enables her to observe what they can do and, with parents, identify their starting points for learning. Children excel because the childminder nurtures their confidence and self-motivation. Children behave extremely well because they receive clear and consistent guidance which helps them understand what is expected.

The childminder sensitively intervenes to help children resolve issues for themselves. For example, when playing outside a child begins to paint another child's car with water. The young child expresses his dissatisfaction with this. The childminder talks to the other child about listening to the child in the car and respecting his wishes. The childminder helps resolve the issue by suggesting they look for another car to paint. The outcome is happy children who respect one another. They are ready for moving on to pre-school or school because the childminder provides them with excellent support.

The childminder places a strong emphasis on keeping children safe. She ensures her home is safe and secure. This means children can move around freely as they play. The childminder routinely talks to children about safety and being careful, such as, when going for walks and picking toys up so they do not fall over them. However, she does not always encourage younger children to put toys away when they have finished with them. Consequently, they are not encouraged to take responsibility for tidying or to learn where things are kept. Overall, children develop a very good understanding of how to manage risks and challenges according to their age. They develop excellent physical skills as they learn to use a wide range of equipment and resources. The childminder provides an extremely exciting and challenging learning environment. Children become increasingly independent as they help themselves to resources from the low level storage unit. They are attractively presented and labelled with words and pictures so that children know what is inside. There is a covered area outdoors so that children can enjoy fresh air whatever the weather. Children's health and welfare is exceptionally well promoted. They enjoy nutritious home cooked meals made with fresh ingredients. Their individual health and dietary requirements are securely met.

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

Children flourish because the childminder is highly successful in providing an outstanding environment which is continually improving. The childminder makes excellent use of self-evaluation processes, training and feedback from the local authority to enhance outcomes for children. She made changes to her home corner which revitalised children's play and introduced a new system for planning. This is highly effective and involves her assistants, parents and children. The childminder uses sharply focussed observations and assessments to identify children's next steps. A large planning sheet is displayed and is continually added to as the theme progresses and children's interests and next steps are included. Parents comment how much they like this system and how much more involved they feel. The childminder, on the other hand, comments on how it has prompted parents to bring things in relating to the theme and participate more fully.

The childminder works with assistants on regular days during the week. She uses effective management systems to ensure they fully understand their roles and responsibilities and participate in continual professional development. They regularly attend training and make sure they share their experiences. The drive for improvement is demonstrated in the childminder's enthusiasm and excellent management of her practice. All the required documentation is in place and completed to a high standard. This provides the childminder

with all the information she needs to meet children's individual needs. The childminder has a comprehensive understanding of child protection issues and knows what to do if she has concerns about a child in her care. She has excellent systems in place should there be an allegation or a complaint about her practice, her assistants or members of the household. Consequently, children are protected and safe from harm. The childminder responded to the recommendation raised at the last inspection and ensured her patio is safe. As a result, the paving does not present a tripping hazard.

Partnerships with parents are excellent. They are extremely well informed about all aspects of the childminder's care and the service she provide. There is an informative notice board with examples of children's work, a regular newsletter and a daily communication diary. Parents have numerous means of contributing towards children's learning and being fully involved. Parents are extremely complimentary about the care their children receive, how settled they are and the excellent progress they are making. In addition, the childminder works extremely closely with other settings children attend. They regularly exchange information and develop shared strategies to help children make very good progress. The childminder liaises with other professionals in order to support children with special educational needs and/or disabilities. She works extremely closely with speech therapists to help children achieve the essential communication and language skills they need.

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	EY278186
Local authority	Dorset
Inspection number	895227
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	8
Name of provider	
Date of previous inspection	17/02/2009
Telephone number	

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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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