

Inspection date

Previous inspection date

29/01/2013

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 effective in supporting young children's language to promote their understanding and communication skills.
- The childminder is proactive and focused on providing a high quality service. This means she is able to adapt her practices and make continuous improvements that benefit the children and parents.
- Children are very happy and confident. They have good independent access to a wide range of interesting activities and play provision.
- Very good use is made of the home to provide a stimulating and interesting play environment for children to move around safely and freely as they explore and initiate their own activities.

It is not yet outstanding because

- written observation and assessment systems do not fully reflect the information the childminder knows about each child to show the good progress they are making, and do not fully encourage parents to contribute to the journal.

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 two downstairs areas.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's 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 young school age daughter in Wyke Regis, Weymouth, Dorset. All areas of the home are used for childminding purposes, with a living room, kitchen/diner, conservatory/play room and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed back garden available for outside play. The family has four cats and a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children

on roll, all of whom are in the early years age range and attend on a part time basis.

What the setting needs to do to improve further

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

- develop the assessment systems so that these are precise, sharply focused and offer parents further opportunities to contribute towards their child's learning journal by sharing any learning from home.

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 where children are at in their learning. She is clear on what their key next steps are to promote their development. She uses this information to plan and provide a wide variety of positive learning experiences each week based on the children's individual interests and learning needs. This helps children to make good progress in their learning and be ready for the next stage of their development.

Assessment systems are in the early stages. Overall, they work well to track children's progress through the different areas of learning and identify any gaps in the children's learning. Written observations link to the areas of learning in the Early Years Foundation Stage and show the activity children engage in, with a next step for each observation. Photographs and evidence of children's creative work provide further evidence of children's achievements. The children's learning journals do not yet reflect the secure knowledge the childminder holds on each child's learning needs. Effective systems enable the childminder to gather detailed information from parents about their child's starting points. Daily discussions and use of a diary promote the sharing of children's care and learning needs. Children's learning journals are sent home every few weeks for parents to view. Systems to enable them to be more involved and contribute towards these are not yet fully effective. The childminder works with parents to complete the two-progress check when appropriate.

The childminder is highly supportive and encouraging of the young children in her care. Her bright, positive interaction and attitude encourages children to show an interest in all that they do and embrace challenges with a positive attitude. For example, the childminder shows a young child how to throw a small ball into a basket. The child watches with interest before they attempt the task, repeating it with perseverance to

achieve. They show resilience and determination, with much praise and encouragement from the childminder to keep trying. This teaches them that it is the trying and not the end result that is important.

Young children engage in a wide range of experiences to support their all round development. They 'make' cups of tea, enjoy books, painting activities, and use toys with buttons and simple mechanisms to investigate their actions. The childminder is nearby at all times, skilfully watching the child explore and investigate. She successfully extends the children's learning, especially their language, through excellent use of open-ended questions and positive encouragement so that the child can build on what they already know. For example, a young child builds a small tower using wooden bricks. The childminder praises and encourages them to build it taller and bigger. She talks to the child about some bricks being 'wobbly', explaining and showing them what this means. The child considers this new information carefully before replacing the brick to make the construction sturdy.

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

Young children are very confident and secure in the welcoming and stimulating environment provided by the childminder. The conservatory/play room provides children with an interesting, child-orientated environment geared specifically to their needs. Young children independently access the wide range of resources and planned activities with high levels of self-assurance and enthusiasm. The childminder regularly changes the set up of her resources to stimulate and promote the children's interest in what is around them. This helps them develop interests in unfamiliar toys, while still being able to access familiar and favourite toys. Young children show high levels of personal independence and self-confidence. The childminder works closely with parents and others to ensure children benefit from a smooth transition between the different carers. Children have a strong bond with the childminder, whom they laugh and babble away to, with much enjoyment and merriment. They respond positively to the childminder's clear instructions and reminders to be gentle, kind and considerate of others, including the family pets. Planned themes and topics and positive support helps them learn to recognise and value the differences in each other.

Young children have a positive start to leading healthy lifestyles and keeping safe. Parents are encouraged to provide healthy and balanced foods for their children. Children enjoy regular opportunities to be physically active regardless of the weather. They learn about expectations and potential hazards around them as they play to help keep themselves and others safe. For example, when on outings, and the need to be gentle and kind during contact with the family pets.

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

The childminder has a secure understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. Self-reflection and evaluation systems work well to help her assess her effectiveness. The childminder is proactive and energetic in her approach, excited by new learning opportunities to develop and improve her practice. This successfully enables her to adapt and make changes to her practice and promote good outcomes for children. For example, by providing an enabling environment that is constantly stimulating and interesting to children.

The childminder has a strong knowledge of safeguarding issues and the correct procedures to follow should she have a child protection concern about a child in her care. She promotes children's safety well through effective risk assessments and by providing a safe environment, indoors, outside and on outings. Positive levels of supervision enable children to explore and investigate independently and safely under her watchful eye.

The childminder works closely with parents and other carers involved in the children's lives to promote consistency and continuity in the children's care and learning routines. Effective systems ensure parents are well informed about the practices she follows and what they can expect through detailed written policies and procedures and discussion. This helps parents to make informed decisions about the service they choose. Systems to encourage parents to contribute further to their child's learning are in the early stages and therefore not yet fully effective. Highly positive feedback from parents indicates that they value the professionalism of the childminder, who is approachable and highly effective in promoting their child's development and keeping them informed.

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

Unique reference number	EY447826
Local authority	Dorset
Inspection number	881317
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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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