

<b>Inspection date</b>	05/02/2013
Previous inspection date	12/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children rapidly form secure emotional attachments due to the childminder's sensitive and skilful interaction.
- The childminder provides a highly stimulating environment with child-accessible resources that promote learning, and challenge children both indoors and out.
- The childminder has high expectations of children and an expert knowledge of how to support children's learning through well planned, fun and imaginative experiences.
- Excellent systems for observation mean the childminder is able to accurately assess children's stage of development, the progress they make and skilfully plan for their next steps.
- The childminder gives a high priority to safety. She constantly monitors and reviews safety, whilst still effectively supporting children's growing understanding of how to keep themselves safe and healthy.
- Highly effective partnerships are established with parents and others supporting children to enable children's individual needs to be exceptionally well met.

## 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 children engaged in their activities.
- The inspector looked at children's assessment records and planning documents and a sample of welfare records.
- The inspector engaged in discussions with the childminder and children present at appropriate times.
- The inspector took account of the written views of parents and carers and the providers' self-evaluation form.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

The childminder registered in 1997. She lives with her husband and two daughters in a village near Sturminster Newton in North Dorset. All areas of the childminder's home are included in the registration, with care mainly provided on the ground floor which includes a lounge, dining area and kitchen and conservatory/playroom. There is access to toilet facilities on this level. There is a garden for outside play. The family have two dogs and a

cat. There is sloped and stepped access to the premises.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently the childminder is providing care for five children, all of whom are in the early years age group. The childminder 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:**

- increase the range of writing tools available for children to use when engaged in role play, to encourage them to use mark making for a real purpose.

### **Inspection judgements**

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

Children thrive in the stimulating and welcoming family home. The childminder offers children a rich and varied range of experiences that support them all individually in making outstanding progress. The childminder has an excellent understanding of how to support children's learning and development. She sensitively and skilfully engages with children as they play, making the very best of every learning opportunity. She provides a secure and safe environment from which children are keen to explore and investigate. She sensitively increases the challenge for children as they play, which enables them to build on what they already know and can do. This means that all children are exceptionally well prepared for the next stage in their learning. The high quality interaction children receive during their play excites them and stimulates their interest and involvement. The childminder uses highly successful systems to monitor and assess children's development. This enables her to plan accurately to support children's individual needs and identify and narrow any gaps in their learning.

The childminder works extremely well with parents to gain a comprehensive understanding of each child's learning needs. Frequent information sharing promotes a real sense of partnership working which benefits children greatly. The childminder completes regular summative assessments, including the required progress check for two-year-olds. These are shared with parents and others supporting children's learning, engaging all those involved to promote consistency for each child. Ongoing discussions and daily communication books help the childminder to build on children's individual interests. For example, she prepares an activity to encourage children to explore and

investigate paper through scrunching, tearing and shaking it, after learning about a child's interests at home.

Children settle extremely quickly with the childminder. Excellent settling-in arrangements mean she has an in-depth understanding of their individual routines and preferences before they start. Younger children respond with excitement, they copy her actions, all the while extending their own skills. The childminder makes sure activities reflect children's interests and experiences at home, and then adds to these to challenge children further. For example, she puts out the ball pool tent to extend an experience children have had at an indoor play centre, and then adds a tunnel to provide new interest and challenge. The children peep through the tunnel, investigating and exploring using their senses and gaining confidence in using this new equipment. There are many photographs of the children and examples of their creative work displayed on the walls. This gives children a strong sense of pride in their own creations and therefore high levels of self-esteem. Posters, pictures and resources reflect different cultures, backgrounds and religions, helping children to develop a respectful awareness of the wider world. Books are available in languages other than English, to reflect the needs of individual children and also encourage all children to value diversity. Children are celebrating the festival of Chinese New Year. They enjoy tasting and touching the noodles, using chopsticks, dressing up in traditional costumes and reading about Chinese culture in books. Children have frequent opportunities to engage in messy play to stimulate their creativeness. All children are fully included as the childminder adapts activities to suit each of them. For example, when doing hand prints she provides small bags to put over their hands if they choose. This enables all children to enjoy what they are doing and achieve their own outcomes. Role play areas are well resourced with ingredients such as flour and real fruit and vegetables used to stimulate children's interest and add value to the play. Children have many opportunities to make marks on chalk boards which are available indoors and out. But tools to encourage early writing skills are not always available in the role play areas to encourage children to write for a purpose. The childminder frequently uses numbers as children play. She has secured a number line on the fish tank, encouraging children to start identifying and linking numerals to the number of fish they count. Children develop a love of books. They frequently visit the local library and select a book to take home in their books bags. They then take this home to share with parents as well as with the childminder, keeping everyone involved.

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

Children quickly form a secure emotional attachment with the childminder. They are relaxed and feel 'at home' within the childminder's welcoming setting. Children are very happy as their individual routines are respected. They thoroughly enjoy the play and learning opportunities and are confident to explore their surroundings. Excellent consideration to the storage of toys and resources enables children to move around the playroom and select what they want to play with. There is an incredibly wide range of toys available to support the needs of all those attending. To supplement this, a photographic 'ideas book' enables children with less confident communication skills to identify their preferences and make choices. A young child is able to crawl to the shelves and pull out

the toy they want. The childminder is close by at all times to offer help when needed and to play alongside the children in their choice of activity. The environment is exceptionally stimulating and allows children to free-flow between the playroom and outdoor areas, enabling children to play in a way which suits them. The childminder uses excellent strategies to support children in managing their own behaviour. Distraction, discussion and negotiation effectively help all children to build strong relationships with others. Children benefit from attending toddler groups, where they take part in activities within a larger group gaining confidence in social situations.

The childminder places a very high priority on keeping children safe. She regularly reviews her risk assessment and completes daily safety checklists. Accidents are always recorded and used to help monitor safety. The childminder teaches children how to risk assess activities for themselves, helping them to develop an awareness of keeping safe. The childminder encourages them to stop and think about how they are playing to consider the risks involved and how they could make their play safer.

Children enjoy a wealth of activities which help them to start to recognise the benefits of a healthy lifestyle. They take part in projects about positive oral hygiene routines and learn about foods that are good for them. The childminder provides children with healthy options for snacks and always makes sure drinking water is freely available. The childminder and children follow excellent hygiene routines to minimise the risk of cross infection. Children enjoy frequent opportunities to play outdoors in the fresh air. Regular use of large apparatus and equipment in the garden provides challenge and extends children's physical abilities. Younger children enjoy the variety of low level tables and boxes which encourage them to become increasingly strong and steady on their feet.

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

Children's needs are quickly identified and exceptionally well met. This is due to the childminder's commitment to providing the very best service to all children in her care. Excellent systems enable the childminder to monitor and evaluate all aspects of her provision. She is constantly reviewing all areas of practice to identify better and more successful ways of working. The childminder seeks feedback from other early years professionals and is part of the local quality assurance scheme. She is pro-active in accessing training to increase her own skills and knowledge. This in turn is used to improve her own practice to benefit the children attending. For example, after attending first aid training she now requests information about children's dentists to registration forms, to enable her to deal more effectively with any minor emergency. The childminder has excellent systems which enable her to monitor the suitability of the educational programmes in meeting children's individual needs. She tracks children's progress, helping her to identify areas where children may need additional support or encouragement. She is proactive in working with parents, and seeking additional advice if needed, to support children's individual development needs. This encourages them all to reach their full potential.

The childminder has an excellent knowledge of the Early Years Foundation Stage requirements for both learning and development and welfare. She is exceptionally confident in the area of safeguarding and child protection due to training she has attended. She has a clear policy which she shares with parents so they are clear about her role and responsibilities. She makes sure she follows procedures rigorously, such as keeping a record of visitors to her home and recording any existing injuries. This helps her to fulfil her role in keeping children safe. All required documentation is in place and is highly effective in helping the childminder to support children's safety and welfare.

Partnerships with parents and other providers are extremely effective. Parents are very well informed about the service provided by the childminder, including full details of all policies and procedures. Regular newsletters, produced by the childminder, inform them of forthcoming activities and topics. This means that they are fully involved and can offer additional support to children's learning at home. Daily communication books are used to provide them with an excellent understanding of their child's day. There is a notice board for parents in the lobby area and a folder containing childcare related information booklets for them to browse through and take away with them. The childminder links with local pre-schools and nurseries which children attend to share information about children's learning and development. This helps them all work consistently in supporting children's needs.

### 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

<b>Unique reference number</b>	141129
<b>Local authority</b>	Dorset
<b>Inspection number</b>	846564
<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>	12/01/2009
<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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