

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

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 confident and motivated explorers who use their imaginations well in play.
- Children are developing warm and trusting relationships with the childminder.
- The childminder promotes children's healthy lifestyles well with regular outdoor play, healthy meals and consistent routines.
- Children behave well and are developing positive attitudes and a good sense of self.

It is not yet outstanding because

- not all parents actively contribute information about what their child does at home to support their child's learning and development further
- partnerships with other early years settings children attend are not yet fully effective to share information about children's learning and developmental needs.

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 the quality of the childminder's interaction.
- The inspector observed the management of children's care routines.
- The inspector looked at the observations of children's achievements and progress.
- The inspector sampled the childminder's documentation and discussed her knowledge of the Early Years Foundation Stage requirements.

Inspector

Bridget Copson

Full Report

Information about the setting

The childminder registered in 1992 and lives in the Colehill area of Wimborne, Dorset. The accommodation available for childminding includes use of a sitting room with dining area, play room, kitchen and bathroom on the ground floor. The first floor is used for sleeping. There is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has 10 children on roll in the early years age group. The childminder keeps

two guinea pigs in the garden and goldfish in a tank.

What the setting needs to do to improve further

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

- strengthen the partnerships with other early years settings children attend to share information, in order to further meet children's learning and developmental needs
- consider ways to develop more effective systems for encouraging all parents to consistently contribute information about what their child does at home to support their child's learning and development further.

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 how children learn. She finds out about their interests and developmental stage from parents on admission. The childminder completes observations of children's achievements, interests and developmental milestones to share with parents and to plan their next steps of development. As a result, children are making good progress. However, not all parents actively contribute information about what their child does at home to support their child's learning and development further. The childminder skilfully supports and challenges children to extend their learning opportunities. For example, she counts with them in make-believe play. She steps in to ask questions, to make suggestions and adapt activities to include all ages. As a result, children are active, interested and remain involved in their play for long periods.

Children explore with confidence and express clear preferences. They show a consideration for others through sharing, using good manners and a willingness to help with tasks. They are developing good levels of self-confidence and the ability to manage self-care tasks for themselves. Children's communication and language are developing well. They benefit from the childminder's positive encouragement and discussion in their play. Younger children babble and shriek out to express their excitement and imitate words and sounds back to those around them. Older children talk about what they are doing, recall past events and answer questions with enthusiasm. These skills help prepare children well for their future learning.

Children use their imaginations well. They engage in make-believe play extensively and the childminder steps in to support and extend their ideas. For example, children move

around the house packing toys in a small suitcase for a holiday, then choosing a baby doll to take, finding bottles and clothes to pack for her. The childminder helps them take the doll into the bathroom for a bath before setting off on the trip. Children enjoy books which they choose spontaneously for the childminder to read with them. Younger children ask her to read favourite books over and over. Older children join in stories, contributing actions and aspects of the story from memory. Children also enjoy using picture cards in magnetic books to get involved. Such activities successfully contribute to children's early literacy skills.

Children are developing a good sense of self and who they are as individuals in the childminder's home. They excitedly point out photographs of themselves and their friends, and recall the names of the childminder's guinea pigs. Children are learning about the natural environment well. For example, they watch birds feeding in the garden on the bird feeders they have made, and feed left over fruit to the guinea pigs. They also grow fruit and vegetables to harvest. Children visit many places within their local community for social activities and physical play. For example, they walk to school and in the woods; they play in the play parks and visit the stream and beach. The childminder uses these experiences to help children learn about safe play around water, road safety and stranger danger. Children also learn about diversity in the world. For example, they discuss one another's differences and play with toys showing positive images of culture and disability.

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

The childminder successfully helps children settle in well and feel safe and secure. She works well with parents in meeting children's care routines and needs from the start. As a result, children are developing warm and trusting relationships with her. Her close reassurance provides them with comfort and security in the transition from their home into her care. Children are cared for within a warm and welcoming home environment where there is a good range of toys, which they easily find for themselves. The safe and secure environment allows them to move around independently, without restriction, under the childminder's close supervision. As a result, children explore with interest and motivation. The childminder promotes positive behaviour and manners through her clear messages and good example. She acknowledges children's achievements with praise, and offers encouragement to help them succeed with challenges. This helps raise children's confidence and self-esteem.

The childminder promotes children's healthy lifestyles effectively. Children benefit from a clean and safe environment in which they are learning to play safely. They enjoy daily outdoor play, which promotes their physical development and allows them to play in the fresh air. Children learn good personal hygiene routines, such as hand washing and eating at the table. Parents support the childminder's healthy eating policy by providing their children with nutritious lunches and fresh fruit snacks. The childminder maintains children's individual routines with care, such as making sure they sleep at consistent times to keep well-rested.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of the correct safeguarding procedures to follow in the event of any concerns, and which authority to contact regarding the welfare of a child. The childminder implements clear and up-to-date policies and procedures, and conducts risk assessments. This all helps to further promote children's welfare and safety.

The childminder demonstrates a good commitment to maintain continuous improvements to the quality of her provision. She has completed the Ofsted self-evaluation form and made several improvements to her childminding provision since the last inspection. This includes attending training events which have resulted in improvements. For example, she has introduced 'snatch cards' to take on outings to help ensure children are safe in the event of an emergency.

The childminder has established successful partnerships with parents. She agrees all aspects of the care she provides from the start to make sure she is able to meet children's needs consistently. Parents contribute their views to help the childminder make improvements which will benefit their children. Parents state the childminder provides an 'excellent home-from-home environment' and their children are becoming 'confident and sociable'. Some children also attend other early years settings. The childminder is aware of the importance of forming links with these settings. However, she does not consistently share information with them to promote children's learning and development further.

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	144128
Local authority	Dorset
Inspection number	846619
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	25/02/2009

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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