

Inspection date	05/03/2013
Previous inspection date	28/01/2009

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

- The childminder has a gentle and caring approach and interacts positively with babies to help them feel settled and secure.
- A comfortable, family orientated home positively supports children's care and learning needs with plenty of free space for them to move about and explore.
- Young children are happy, settled and confident. They respond positively to the childminder's supportive interaction.
- Young children make good progress due to targeted activities that promote their learning and development.

It is not yet outstanding because

- the childminder does not fully encourage parents to contribute towards monitoring their child's learning and development. This slightly reduces opportunities for promoting a mutual approach to children's learning
- the childminder has not yet formed any links with other early years settings that children have recently started attending, which reduces initial consistency of care and learning for children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the main downstairs area.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's self-evaluation document, 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 2001. She lives with her partner and pre-school age child on the outskirts of Bridport, Dorset. All areas of the home are available for childminding purposes, with a living room, dining room, kitchen 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 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, two of whom are in the early years age range. All children attend on a part-time basis. The childminder holds the National Nursery Examination Board certificate.

What the setting needs to do to improve further

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

- strengthen the partnership with parents further by providing more opportunities for them to contribute to their child's learning and development
- develop links with other early years settings that children attend to ensure that children's individual care and learning needs are shared.

Inspection judgements

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

The childminder has a secure understanding of the developmental needs of the children in her care. Through effective observations and communication with parents, she is clear on their child's interests and key next steps in their learning. This helps her to provide targeted activities and support that challenge, interest and extend the children in their play. Assessment systems work well to show the activities children engage in, and how they link to the different areas of learning. Written observations include key next steps for development. A system for tracking children's progress helps to highlight any gaps in the children's learning. These effective systems mean that children make good progress in their development and are ready for the next stage of their learning. The childminder works closely with parents to encourage them to share what they know about their child to support initial assessments. Daily discussions promote a two-way sharing of information about what the children have enjoyed and achieved. Parents can view their child's learning and development record regularly throughout the year. However, systems for them to contribute towards monitoring their learning are not yet fully effective to maximise

children's learning potential.

The childminder has a gentle, caring nature. She offers lots of reassurance and encouragement to young children to support their interests and curiosity. She sits with the children on the floor, allowing them the space to explore independently and follow their own ideas. She is on hand to build on these ideas and show them what the different toys can do. This helps the children to confidently make their own choices and enjoy each new experience. For example, the childminder makes sure a range of different toys are easily accessible and visible to babies to promote their interests. The childminder has put together a treasure bag to support the learning needs of babies who enjoy exploring things in bags. The babies smile happily as they try to take out different items. They study them carefully, before the childminder shows them what they can do. This encourages the children to use their senses to explore texture, smell, and taste. The childminder provides a pot with shapes and shows babies how to put them in, empty them, and bang them together to make noises. The babies watch intently, babble happily and wave their arms to show their interest. The childminder provides a mirror and plays peek-a-boo.

The childminder provides many opportunities to promote the children's development in their key areas of learning. She provides a rich language environment through constantly talking to young children. She uses positive language and an interested tone of voice to show her interest in what the children do. She sings songs and nursery rhymes, and uses books to support the early language development of babies. The childminder provides babies with regular opportunities for 'tummy time'. Toys that move and make noises are placed just out of reach to encourage babies to reach out with their arms and legs. For example, a computerised ball rolls around in front of babies. It lights up and plays tunes and babies follow it with their eyes and stretch out their bodies. They kick out their arms and legs and babble happily as they try to shuffle. The childminder gives lots of praise and encouragement to help them make progress in this area of their physical development.

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

Young children are happy, settled and content. The childminder provides a warm, welcoming, light and airy home. Her home provides children with plenty of clear space and freedom to move about in their play. Toys and resources are easily accessible to children to promote free and independent choices. Photographs show a wider range of toys available for older children. This enables them to make choices based on toys that are not always easily available to them. The childminder prioritises children's well-being at all times. She is sensitive, calm and positive in her approach and attitude. The childminder communicates effectively with parents to exchange relevant information each day. This supports the children to settle easily in the different home environments. Young children enjoy the frequent cuddles and support. This helps them to feel settled, secure and confident. The childminder promotes children's behaviour well, with clear and consistent boundaries to help them learn to share, take turns and consider the needs of others. Her positive approach to diversity means that children learn to accept and respect the differences they see.

Young children have a positive introduction to leading healthy lifestyles and keeping safe. Parents are encouraged to provide healthy meals for their children. Children enjoy regular opportunities for physical activity both indoors, outside and on outings. Babies enjoy opportunities to use low equipment that supports them in a sitting position, providing variety in their exploration. Young children learn about house rules and expectations to keep them safe as they play. They learn about potential and realistic hazards in the home and garden, as well as how to cross the road safely. This helps them to adapt their behaviour and make safe choices in their play.

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

The childminder has a secure knowledge and understanding of the learning and development, and welfare and safeguarding requirements of the Early Years Foundation Stage. She uses effective methods to reflect on and evaluate her planning and the activities she provides to promote children's next steps in their learning. The childminder attends training, and seeks support and advice from other early years professionals. This helps her to assess her practices and make changes where necessary to help improve the service she provides. The childminder prioritises children's safety. Beneficial risk assessment systems enable her to monitor her home, garden and any outings enjoyed, to ensure they are safe and promote children's welfare. Positive supervision levels enable children to explore their learning environment safely. The childminder has a secure knowledge of safeguarding children procedures and the correct child protection procedures to follow should she have a concern about a child in her care. This helps to promote children's welfare effectively.

Positive relationships with parents mean that children receive consistency and continuity between the two settings. A diary supports daily discussion to ensure that both parties share and act on relevant information. Parents report they are very happy with the service they receive. Their children benefit from the stimulating wide range of activities. They show good manners and lead healthy lifestyles. The childminder has not yet formed any links with other early years settings that children have recently started attending to further promote consistency in their care and learning.

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 action. 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	153378
Local authority	Dorset
Inspection number	843202
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	28/01/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, which are usually the childminder's 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

