

<b>Inspection date</b>	08/03/2013
Previous inspection date	15/09/2009

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

- Children learn to use numbers confidently in their play. They count and use simple calculation to identify how many items they have.
- Children have many opportunities for free play, where they use their imaginations well in a wide range of craft activities and role-play situations.
- Children receive positive support to develop their literacy skills through the use of books, linking sounds to letters, and learning to write their names.

#### **It is not yet outstanding because**

- Systems to support the childminder to link with other early years settings that children attend are not fully effective.
- The childminder does not always gather detailed information from parents about what their children can do when they first join her.

## 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 two main 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.

## Inspector

Janet Armstrong

## Full Report

### Information about the setting

The childminder registered in 2002. She lives with her husband and three children aged between nine and sixteen years in Blandford Forum, Dorset. All areas of the home are available for childminding purposes, with a living room, kitchen, dining room and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed front 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 six children on roll, five of whom are in the early years age range. All children attend on a part time basis. The childminder also cares for children over the age of eight.

### What the setting needs to do to improve further

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

- improve the links with other early years settings that children attend to ensure that children's individual learning needs are shared
  
- strengthen the partnership with parents further to gather more detailed information about what children can do when they first join the setting.

## Inspection judgements

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

The childminder supports children's learning and development well. She plans activities based on the children's interests and next steps of learning, following a familiar routine to help them settle. Children have weekly opportunities to engage in messy play and craft activities, and physical play where they can socialise with other children. The childminder's assessment systems work well to identify the activities children enjoy and how their learning links to the Early Years Foundation Stage. An effective tracker system supports the childminder to identify any gaps in the children's learning. The childminder talks to parents about the children's care and learning needs. These discussions do not always provide detailed information about children's starting points to fully support the childminder when children first start. The childminder has recently introduced a progress sheet for parents to contribute to, to encourage them to support their child's learning at home. Daily discussions with parents about children's learning needs and progress also support this. Overall, these systems work well to help her identify the key next steps in children's learning. This means children make good progress, and are gaining the skills

that they will need for the next stage of their learning, for example, when they go on to school.

Children have very good opportunities to be creative imaginatively. They enjoy using a good range of resources and materials to make celebration cards and create patterns. They receive positive support from the childminder to engage in role-play situations where they dress up as nurses and help treat their 'patients'. With access to a good range of resources and positive interaction from the childminder, preschool aged children find the appropriate instruments to check their temperature, ears, and mouth. Children use numbers and simple calculation well in their play. The childminder is highly skilled at supporting them to identify how many they have, how many they need and to recognise the difference. This means a preschool aged children are able to identify that they have four daffodil flower heads and only three stalks, which means they need 'one more'. The childminder's effective questioning encourages the children to continue to count how many they have and need, as they continue to decorate their cards.

Children have a good introduction to reading and writing. They enjoy familiar storybooks and are able to answer questions about the storyline using the pictures to talk about what is going on. They are encouraged to find words that start with the same letter, and sound them out. Preschool aged children have opportunities to learn to form recognisable letters to write their names. These positive steps help children recognise that print carries meaning and that letters have sounds and names.

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

The childminder supports children's learning and development well. She plans activities based on the children's interests and next steps of learning, following a familiar routine to help them settle. Children have weekly opportunities to engage in messy play and craft activities, and physical play where they can socialise with other children. The childminder's assessment systems work well to identify the activities children enjoy and how their learning links to the Early Years Foundation Stage. An effective tracker system supports the childminder to identify any gaps in the children's learning. The childminder talks to parents about the children's care and learning needs. These discussions do not always provide detailed information about children's starting points to fully support the childminder when children first start. The childminder has recently introduced a progress sheet for parents to contribute to, to encourage them to support their child's learning at home. Daily discussions with parents about children's learning needs and progress also support this. Overall, these systems work well to help her identify the key next steps in children's learning. This means children make good progress, and are gaining the skills that they will need for the next stage of their learning, for example, when they go on to school.

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

Children are confident in the childminder's welcoming, family orientated home. They independently access a wide range of resources that are age and stage appropriate. The wide range of resources successfully promotes children's creative and imaginative learning based on what interests them. The childminder provides children with positive support and interaction in their play. She knows their individual needs well and is able to challenge and extend their learning effectively, based on what she knows about them. Children respond positively to her, demonstrating a close bond. Children receive clear and consistent support about expected boundaries to help them learn to share and take turns. The childminder's positive support helps children to feel valued and respect the feelings and needs of those around them.

Children receive positive support to promote their health and safety. They learn to follow positive hygiene routines and enjoy regular opportunities to be physically active. They attend weekly toddler and soft play sessions, as well as using garden equipment to help them gain control and coordination of their bodies. They learn to adapt their behaviour as they play to keep themselves and others safe. For example, they learn about potential hazards within the home, and how to cross the road safely.

### **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 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

<b>Unique reference number</b>	EY221719
<b>Local authority</b>	Dorset
<b>Inspection number</b>	843393
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/09/2009
<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, 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.



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