

Inspection date	07/03/2013
Previous inspection date	16/06/2010

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

- The childminder has a good understanding of the Early Years Foundation Stage requirements and a secure knowledge of how young children learn. Consequently, children enjoy stimulating and varied play experiences across all areas of learning.
- The childminder has developed secure relationships with children; therefore, they are happy and settled, enabling them to feel safe in their surroundings.
- The childminder continuously talks to children so they hear new words and develop their language for communication. The childminder provides a welcoming and stimulating environment with a good range of easily accessible resources.
- The childminder works well in partnership with parents, which ensures that parents can support their children in their learning and development at home.

It is not yet outstanding because

- The arrangements in place at mealtimes, does not fully support children's growing independence.
- There are reduced opportunities for children to learn about words, shapes and numerals in a purposeful context in the outdoor environment.

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 children's playroom and lounge.
- The inspector had discussions with the childminder, parents and children.
- The inspector sampled a range of documentation including, records of children and learning journals, safeguarding procedure, and other required policies.
- The inspector spoke with the childminder throughout the inspection to clarify the observations.

Inspector

Sandra Croker

Full Report

Information about the setting

The childminder registered in 1992. She lives with her husband and two children in Poole, Dorset. The childminder uses the lounge, conservatory, and two first floor bedrooms for childminding. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is currently minding five children in the early years age range. The childminder offers care each working day between the hours of 7am to 6.15pm.

The childminder takes children to and collects them from local schools. She attends local children's groups and takes minded children to the park, beach and library.

What the setting needs to do to improve further

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

- develop opportunities to promote young children's independence by allowing them to pour their own drinks and serve food
- enhance the opportunities outside for children to learn about words, shapes and numerals in a purposeful context.

Inspection judgements

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

The childminder provides a very safe and caring environment for all children and their families. She has a good understanding of the Early Years Foundation Stage framework. The she provides a very good range of activities to promote children's development in all areas of learning. The childminder knows the children in her care very well. She uses her regular observations of children to inform her planning, which is very flexible to meet children's individual learning needs. Children make good progress because the childminder effectively identifies and plans for children's next steps in their learning. The childminder has worked with the local authority advisor to develop systems to complete the two-year progress check for all relevant children. The childminder builds on children's interests very well. For example, children choose to play with a toy multi-storey car park. The childminder introduces some large construction bricks and together they make a building, Children chat enthusiastically about buildings they see near the car park in town. They

decide it might be a house or shop. Children enjoy pushing cars through a space in the wall of their building. The childminder models mathematical language well, comparing the size of cars, describing some as too big to go through the gap. Children enjoy sorting cars to see which do fit. The childminder introduces large soft play bricks into the game. Children enjoy building with the childminder, seeing if they fit under different bridges. The childminder uses effective ways to help children enjoy their learning.

The childminder encourages children's enthusiasm and eagerness to learn. She provides a well-resourced, effectively organised and stimulating learning environment. She interacts well with children as they use collage materials to decorate cardboard boxes, developing their imagination and physical skills. She skilfully supports communication and language by introducing and repeating words so that children engage in simple turn-taking conversations. In addition, she encourages children to repeat new words they have learned and praises them for their achievements. Children enjoy exploring the properties of fluffy balls, smooth shiny beads, and glittery sequins. The childminder talks about using the shells they collected from their recent visit to the beach in another collage. Children display close relationships with the childminder, which results in them fully enjoying their time with her. Older children happily play alongside younger children clearly demonstrating their understanding of sharing and negotiating with one another. They love to interact with one another in the play tent, using pots and pans to prepare meals with toy foods. The childminder encourages energetic play as they incorporate a play tunnel into their den. Young children have good opportunities to develop their hand-to-eye coordination. They enthusiastically press buttons, generating sound, light and movement; push along wheeled toys, and play ball games with the childminder. The childminder provides good opportunity for children to talk about and read favourite books. She reads enthusiastically to them, responding to their interaction and questions. Children handle books carefully; they know that print carries meaning and read from left to right and from top to bottom. The childminder provides children with good levels of challenge appropriate to their age and stages of development.

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

Children have very good relationships with the childminder. They form secure attachments and are happy and content in her care. They benefit from consistent routines that help them settle quickly and feel secure. They are happy and confident because of the childminder's praise and encouragement. Children behave well and know what is expected of them. The childminder works closely with parents to gather information when they start attending. This helps her to get to know children's individual routines and helps children to settle in her home. Children are cared for in a very well organised and welcoming family home. They benefit from the use of a large dedicated playroom, this is particularly inviting, with children's artwork attractively displayed on the walls, along with colourful number and letter charts. However, inside the opportunity for children to learn about words, shapes and numerals in a purposeful context is stronger than it is outside.

Children attend regular groups where they are able to play with their friends. The childminder prepares them well for moves to other settings. The childminder promotes

healthy eating by providing healthy snacks, and a nutritious menu for lunch and tea. Children drink plenty because they can easily access their drinking cups. The childminder wipes children's noses when needed, and encourages them to find clean tissues for themselves to reduce the risk of cross infection. Children are encouraged to be independent as they wash their hands with soap, and dry them with paper towels. This helps to prepare them for school. However, children have less opportunity to be independent at mealtimes as the childminder prepares snacks, serves the food, and pours children's drinks for them. Children have good opportunities to experience fresh air and exercise. For example, they have fun practising their physical skills playing with large soft play bricks, balls, and play tunnel. They use the large play equipment in the park and go for outings to the nearby beach. Children are safe in the childminder's care because she maintains close supervision of them at all times. Children are beginning to learn how to keep themselves safe, for example, as they practise regular fire evacuation drills. The childminder teaches children about tidying up their toys before getting others out, to minimise clutter to prevent accidents.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements. She implements effective risk assessments, policies and procedures so that she keeps children safe. She has a good understanding of what she must do if she has any concerns about a child. The childminder has completed a relevant first aid course to enable her to treat any minor injuries appropriately.

Robust systems are in place to observe and assess children's learning and development. Observations of children at play are assessed and next steps for their learning are highlighted. These are consistently used to plan a challenging learning experience for all children. The childminder works well with parents and her relationships with them are good. Through sharing children's progress records, she provides information on how to support their children's progress. This actively encourages shared learning and parents regularly comment in children's records. Comments from parents are positive about the care children receive. They state their children are very happy in the care of the childminder, who is extremely flexible to meet their needs. The childminder demonstrates a good understanding of the benefits of sharing relevant information with other practitioners and agencies.

The childminder is fully committed to her role, and keen to develop the service she provides. She attends a wide range of relevant training to develop her knowledge and skills. She also works closely with the local authority advisors to develop the service she provides. She identifies strengths and areas for development. For example, she plans to put artificial turf in her garden to allow easier access all year round. She plans to incorporate new learning about culture and differences through relevant activities, and outings.

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	109749
Local authority	Poole
Inspection number	906040
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/06/2010
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, 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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