

<b>Inspection date</b>	13/03/2013
Previous inspection date	26/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are extremely happy and relaxed and feel safe and secure in the childminders welcoming family home.
- Children make exceptionally rapid progress in their learning and development. The childminder has an expert knowledge of how children learn, and uses sensitive and timely interactions to support children's developing needs.
- The childminder uses comprehensive systems for assessing and monitoring children's learning and development. This enables the childminder to have an excellent understanding of each child's stage of development.
- The childminder has highly successful partnerships with parents and others involved in supporting children's needs. Therefore, each child receives consistent focused support from all involved to enable them to reach their full potential.
- The childminder implements exceedingly successful systems to help ensure children's safety and welfare are fully protected. She also provides activities which encourage children to learn about their own personal safety.
- Children are inquisitive and curious due to the exceptionally inspiring and stimulating play environment. They access a prolific range of toys, equipment and resources both indoors and out.

## 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 playrooms and the outside learning environment.
- The inspector looked at children's assessment records and planning documents and a sample of welfare documentation.
- The inspector took account of the views of parents and carers both through discussions and their written testimonials.
- The inspector took account of the provider's self-evaluation.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

The childminder registered in 1996. She lives with her husband and two of her children in the residential area of Merley, near to the town of Wimborne in Dorset. The whole of the ground floor is used for childminding which includes a dedicated playroom, lounge, dining room and kitchen. There is a bedroom on the first floor available for sleep purposes when necessary. Toilet facilities are on the ground and first floors. There is a fully enclosed garden for outdoor play. The family has a pet rabbit.

The childminder is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. There are currently 11 children on roll, six of these are in the early years age group.

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

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

- provide more opportunities for children to write for different purposes, particularly when they play outdoors.

## Inspection judgements

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

Children thrive due to the rich, varied and imaginative experiences provided by the childminder. They make excellent progress in all areas of their learning due to the childminders skilful interactions and sensitive approach. The childminder has an excellent understanding of how children learn, and expertly adapts activities and her input to support children's individual needs. Assessment arrangements are thorough and enable the childminder to monitor children's progress and development accurately. This means she can target children's individual learning needs through their play, and successfully identify and support any gaps in their learning. All children receive the support they need to be well prepared for the next stage in their learning. Parents are fully involved in all aspects of the childminders assessment procedures, including the progress check for two-year-olds. The childminder eagerly seeks parent's feedback as to children's learning at home, to help her create a bigger picture of the progress children are making. The childminder shares with parents children's learning journeys, which detail the progress children are making and their next steps. This provides parents with detailed information and ideas of how they can further support children's learning at home.

Children are inspired and motivated to learn. They are inquisitive and interested as they

engage in their activities and use their imaginations well. For example, the childminder prepared a play dough activity for children. They have access to a wide range of tools and resources such as scissors, buttons, straws and knives. One of the children uses the straws to make a birthday cake, reflecting their recent experiences at home. They then move a few of the straws and the dough turns into a spider. They confidently sing about 'Incy wincy spider' in front of the other children, looking very proud as they clap and cheer. Children are extremely confident communicators. They listen and chat to each other sharing stories, ideas and news. They love books and often select a book from the shelf and sit and 'read' it to themselves. They turn the pages, point to the words and pictures and chatter away, showing their understanding of how to use books. Sometimes children join in with the familiar parts of stories they have heard many times before. One of the children uses a gruff voice as they talk about the tiger in the story, imitating the way in which the childminder has read the story to them previously.

Children enjoy exploring the outdoor environment daily. They investigate the natural areas of the garden, peeping out from behind the shrubs as they play. They busily fill-up the containers in the 'mud kitchen', learning about capacity, size and number as they play. When they find some ice they talk about how it feels and what makes it happen, extending their knowledge about the world in which they live. Children are developing an awareness of letter sounds and shapes, as the childminder encourages them to identify named pegs for their towels in the bathroom. She waits patiently, giving children time to think about the letters they can see. She confirms their input making them feel proud and repeats all the letter sounds back to them, helping all children to become increasingly aware. Children enjoy using the chalk board. They make vertical patterns with the chalk demonstrating their increasing control when using mark making tools. There are some opportunities for mark making outdoors. However, the childminder has not fully considered how she can engage children in experimenting with mark making and writing with a purpose in mind, to support their learning further. Children access a wide range of resources that reflect diverse backgrounds and take part in activities that help them to learn about cultures and festivals such as Chinese New Year. Children learn to be respectful to the needs of individuals. For example, the childminder asks the children to help her find her glasses, explaining that she needs them to enable her eyes to work well so she can read the story.

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

Children settle extremely well in the childminders welcoming home. They are relaxed and feel safe and secure due to her warm and caring nature. Children develop strong emotional attachments with the childminder and with other children in the setting. This means children have the confidence to explore and become increasingly independent. Children are learning about boundaries with regards to behaviour. Due to the childminder teaching children effective negotiation skills, they are increasingly able to work cooperatively together. For example, when two children want to play with the same car, they negotiate their turns independently so they can each have a fair turn. The childminder is skilful at knowing when to step in and when to stand back and allow children to find solutions to their own problems. Children develop a strong sense of

belonging. They enjoy watching their photographs on the digital photo-frame; they have individual boxes for their own possessions from home and see their names displayed throughout the childminders home. As well as being involved in children's play, the childminder encourages children to play independently to enable them to continue their learning without interruption. This helps them to become self-sufficient and confident in their own abilities.

The childminders dedicated playroom is extremely well resourced and motivates children to get involved. There is a wealth of resources, both natural and man-made, for children to investigate and explore. Most resources are stored at a low level, with boxed items clearly labelled with pictures and written words. This enables children to make choices and self-select the equipment they want. The outdoor area is utilised extremely well to further enhance children's learning experiences. Children have easy access and engage in a wide range of activities and play when they are outside. The childminder offers excellent support for children's physical development. Children benefit from playing out in the fresh air daily, as they have wet weather gear and warm clothing to wear. They gain control and balance as they walk across the planks of wood and climb confidently up the steps of the slide before sliding quickly down. Children learn about positive practices to support their own health and well-being and benefit from healthy snacks and meals throughout the day.

High priority is given to keeping children safe. The childminder constantly reflects on and reviews safety arrangements to ensure children are as safe as possible when playing at her home or when on outings. Comprehensive use of documentation such as accident records and registers, add to children's ongoing safety. As well as taking steps to keep children safe, the childminder also encourages children to learn about personal safety. For example, she talks to children about how they use the wooded area of the garden safely, to prevent accidents happening. Levels of supervision and the use of safety equipment are carefully adapted to suit the individual needs of each child.

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

The childminder is committed to providing the very best support for each child. She constantly reflects and evaluates the service she provides. She seeks feedback from parents, children and other early years professionals to identify areas for improvement. Careful monitoring enables the childminder to make sure that the educational programmes are fully effective and support children in making excellent progress. The childminder is proactive in engaging with parents, and seeks additional advice if needed. This means she is able to support children's individual development needs to ensure they are all encouraged to reach their full potential. The childminder constantly seeks training to help her develop and extend her own knowledge to improve the way in which she is able to support children's needs. For example, prior to updating her safeguarding policy, she attended a course on 'e-safety' ensuring she was clear about the possible dangers to enable her to be well-informed. This helps to make sure that policies and procedures are relevant and used to effectively support the childminder in protecting children's welfare.

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 fully understand her role and responsibilities. She makes sure she follows procedures rigorously, such as recording any existing injuries. This helps her to fulfil her role in keeping children safe.

The childminder is highly professional and establishes excellent relationships with parents. Parents receive detailed information through the daily diaries, newsletters, notices and sharing children's learning journeys. This means that parents are fully involved and well-informed about all aspects of their child's care and learning. The childminder is pro-active in establishing links with local pre-schools and nurseries that children also attend. She also works closely alongside any other professionals involved in supporting children's development needs. The childminder actively shares and seeks information about children's learning and development to help all those involved 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 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>	109790
<b>Local authority</b>	Poole
<b>Inspection number</b>	845966
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/01/2009
<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, 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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