

<b>Inspection date</b>	13/03/2013
Previous inspection date	23/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children's emotional needs are met because the childminder develops warm and trusting relationships, which builds their self-esteem and confidence.
- The premises are safe and well maintained and the childminder creates a welcoming environment for young children.
- The childminder takes children on numerous outings in the local community providing different learning opportunities.
- The childminder attends training to support her in her practice.

#### **It is not yet good because**

- The childminder does not maintain a record of children's attendance, which is a breach of a legal requirement.
- The childminder has begun to complete observations and assessments but does not always use this information to successfully plan the next steps in children's learning and provide appropriate challenge.
- The systems to monitor and evaluate the provision are not successful in identifying areas that need development.
- The childminder develops positive relationships with parents and carers. They receive information about their children's time in her care. However, there are no systems to gather information on their achievements at home when they start.

## 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 completed observations in the childminder's home and on a walk in the community.
- The inspector viewed documentation such as the daily register, some policies and procedures, children's records including their learning journey .
- The inspector took account of parents' views through letters written specifically for the inspection.
- The inspector spoke with the childminder at appropriate times throughout the observations.

## Inspector

Lorraine Sparey

## Full Report

### Information about the setting

The childminder registered in 1996. She lives in Preston, near Weymouth, Dorset. The ground floor is used for childminding, with sleeping facilities provided on the first floor. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding 12 children, of these three are in the early years age group. She also cares for children aged over eight years. The childminder takes and collects children from local schools.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- review the way the information gathered through observation and assessment is used to plan activities linking to the planned next steps in the children's learning, and making sure all areas of learning are covered
- ensure that the daily record of the names of the children being cared for on the premises, their hours of attendance is maintained

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

- strengthen the systems to gather information from parents about their children's starting points in their development and the ongoing progress their children make at home
- further develop a culture of reflective practice by introducing a process of rigorous self-evaluation.

## Inspection judgements

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

Children are happy and settled in the childminder's care. They participate in a range of age-appropriate activities and play opportunities in the home and on the numerous outings in the local community. Children benefit from going out on a daily basis. They visit the beach, walk the older children to school and meet up with other childminders who

have children of similar ages. Consequently, children's social and emotional development is well supported. The childminder has some systems to gather information from parents when their children first start. However, this is mainly about their care routines rather than the starting points in their learning. As a result the childminder is not able to effectively plan from the onset.

The childminder completes observations of the children during their play. She assesses their progress and identifies some next steps in their learning. The childminder plans but does not always consider how she can provide learning opportunities to help children make progress in all areas of their learning. For example, the childminder concentrates on children socialising, learning their colours and numbers.. Nevertheless, children make steady progress in their learning. They are more secure in their personal, social and emotional development.. The childminder is looking at different methods to complete the two year progress check.

The childminder shows a genuine interest in what the children are saying or doing. She supports their communication and language through describing what they are doing and what they can see. For example, during a walk in the local area the childminder points out the birds and talks about the different colours of their feathers. She names the cars as children line them up indoors. This helps them to learn new words. The childminder encourages children's mathematical understanding when making puzzles. She encourages children to learn about numbers and shapes as she counts the pieces and explains the sun is a big circle. Children enjoy rhymes and giggle as the childminder does the actions with them. They are encouraged to become independent learners through making choices in their play. This helps support them into moving onto the next stage in their learning or the move to school.

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

Children are clearly happy and settled in the childminder's care. They approach her for cuddles and support. The childminder knows their individual needs and routines well and this helps her support them. For example, at times children are unsettled and the childminder recognises it is because she has changed the daily routine. Consequently, she decides to take the children out for a walk. They settle, benefitting from the fresh air and consistent routines. Children build trusting relationships with the childminder and the other children. Photographic evidence shows children playing cooperatively together and enjoying outings to feed the ducks. The childminder supports children in learning about safety. She enables them to press the button at the road crossing and explains they need to wait for the cars to stop, before they cross the road. With younger children the childminder always uses reins to support their independence while keeping them safe. The childminder provides a safe environment that enables children to explore safely.

Children follow appropriate hygiene routines to promote their health and general well-being. They go on daily outings in the fresh air and have opportunities to exercise and increase their fitness levels. The childminder follows their home routines with regard to feeding and sleeping to enable children to be comfortable. Children behave well given

their age and stage of development. The childminder has consistent boundaries and encourages children to learn what is expected of them. They benefit from the childminder regularly praising their achievements.

The childminder has a range of age-appropriate toys and resources that are accessible to promote children's choices in their play and learning. The childminder encourages them to be independent. For example, children spend considerable time lining up cars. The childminder suggests they may like to use the road track, although children choose to line them up on the floor.

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

The childminder demonstrates appropriate knowledge and understanding of the safeguarding and welfare requirements. She is able to identify possible concerns and appropriate action to take in the event of an issue regarding children's welfare. The childminder has a range of policies and procedures covering all aspects of her provision. Parents receive copies to help them understand her role and responsibility to keep children safe and meet their health and general well-being. The childminder completes a register detailing the contracted hours children attend. However, this does not meet the legal requirement for the Early Years Register and the Childcare Register to record the actual hours children are present. Due to the high number of children the childminder cares for an accurate record of children's attendance is an important factor in promoting children's safety further. The childminder completes risk assessments on the home and the numerous outings. She correctly identifies and minimises any hazards or potential risks. Therefore, children's safety is suitably promoted overall.

The childminder has some systems to monitor and evaluate her provision. For example, she completes a self-evaluation document to help her assess her provision. In addition, the childminder uses early years publications, and training to help her with improving her practice. She speaks to parents to gain their views and uses her observations of the children to make sure they are involved in the process. However, all of these systems do not fully support the childminder in successfully identifying areas to develop. The childminder is generally meeting the recommendations from the previous inspection. For example, she has implemented observation and assessments systems. However, these are not fully successful in identifying the next steps in children's development across all areas of learning. The childminder is aware of the learning and development requirements. However, she is not as secure in her knowledge of how she can support and challenge every child to make progress in all areas of their learning and development. The childminder attends training to help her improve her practice. For example, she attended a workshop on practical inclusion.

The childminder develops positive relationships with parents and carers. She informs them about the service she offers by providing them with her policies and procedures. The childminder shares information about children's progress. However, the systems to involve parents in their children's ongoing learning are less successful in creating a consistent

approach. Parents state that their children are happy and enjoy the numerous outings the childminders offers, such as, taking the bus into the town. The childminder has some basic systems in place to share information with other early years providers that the children attend. This enables some continuity in children's care and education.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register

## 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>	139235
<b>Local authority</b>	Dorset
<b>Inspection number</b>	813952
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/04/2009
<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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