

Inspection date	25/03/2013
Previous inspection date	22/04/2009

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 sensitively joins in with children's play, fitting in with their ideas and interests. She confidently extends children's vocabulary and helps them build on their language skills.
- The childminder's home is warm and welcoming creating an inclusive environment for all children. As a result, children are settled and their individual needs are met.
- The childminder fully supports children's developing skills in their use of the English language as well as embracing their home language, enabling them to develop a strong sense of belonging and enhance their self-esteem.
- The childminder demonstrates through observation and discussion that she has a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development.

It is not yet outstanding because

- Children's independence with regard to feeding themselves is not always fully promoted.
- Children develop good hygiene practices such as washing their hands after outdoor play and before lunch, however these are not consistently implemented when children eat snacks.

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 sampled children's assessment records, planning documentation and a range of other documentation and policies including the safeguarding procedures.
- The inspector observed play activities with the children in the lounge and play room.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents through talking to a parent on the phone and viewing written letters prepared for the inspection.

Inspector

Maria Lumley

Full Report

Information about the setting

The childminder registered in 2007. She lives with her husband and two adult children in Bournemouth. The lounge, playroom and her children's bedroom are used for childminding and there is a communal garden 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 are in the early years age group. The childminder supports children who learn English as an additional language. The childminder attends the local toddler group and takes children to the local park, museums and library.

What the setting needs to do to improve further

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

- support young children to use a spoon to feed themselves at lunchtime to further develop their independence

- supports children's health and self care by helping them develop consistent hand washing routines to minimise cross infection.

Inspection judgements

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

The childminder meets the needs of individual children very well. Children demonstrate contentment as they smile and engage happily with the childminder. They have formed strong bonds and approach her easily for natural, warm cuddles as she sits on the floor with them to join in with their play. The childminder records some observations and uses photographs of children to help her track their progress and development. These are linked to the areas of learning to note what children understand and can do. The childminder writes down a summary of the key aspects of children's development and their next steps to help move them on. She presents this information in learning journals for parents and seeks their views and contributions. The childminder completes a two year progress report on children and shares this with parents and health visitors. These records clearly document children's achievements and any areas of concern linked to the prime areas of learning. The childminder currently focuses on young children's communication and language, evidencing that recent observations and next steps are being followed through. For example, young children play with animal puppets, she joins their play saying

'Is it a sheep?' Young children have a go at imitating and copying the sounds. This promotes their communication and language very well as it helps them to make good connections and representations. The childminder extends children's learning by asking, 'What noise does the sheep make?' children say, 'Baa' in response. The childminder extends this activity further by introducing additional animals as she sings 'Old MacDonald had a Farm'. Children giggle with excitement and fill in the missing words of the familiar song as it is sung. Children experience an environment rich in print to develop their awareness of written text. This is displayed in both English and their home language and supports them in linking associations between pictures and words. For example, the childminder labels resource boxes with pictures and written words in both English and Italian.

The childminder promotes the development of children's large muscle control and coordination by providing lots of opportunities for outdoor play. For example, children squeal with delight as they run around, pushing their dolls prams in the garden, and practise jumping off the raised surfaces with the help of the childminder. Children additionally benefit from the variety of surfaces they can explore, such as pebbles, grass, tarmac and steps, which supports them well in the development of their large physical movement. Children enjoy regular trips to parks and beaches where they access large play equipment and different surfaces such as sand. As young children play in the garden they become excited when they see a puddle and call out 'Acqua' which means water in their home language. Children take an interest in the world around them, pointing to birds and flowers. The childminder supports their curiosity and picks a daffodil for them to study closely and to smell. Young children are encouraged to develop their small muscle control as they use chalks to investigate their developing early writing skills. They enjoy manipulating small, age-appropriate toys successfully, such as the simple electronic resources. Children carefully lift the lid on the interactive classroom laptop, pressing buttons to activate light and sound.

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

The childminder is sensitive and supports children to form secure emotional attachments. This provides a strong foundation to develop their personal, social and emotional skills. The caring interaction between the childminder and other children helps them to form positive and trusting relationships. Children thoroughly enjoy regular one-to-one times with the childminder. They cuddle up on her lap to read books, sing songs and interact in play. In addition, the childminder reinforces the fact that children are valued, which in turn enhances their emotional well-being. She frames pieces of their art work and displays these on the play room wall. Young children are beginning to understand that their actions have an effect on others. The childminder explains about being kind and gentle and that if they do certain things, such as hurt each other, it makes people sad. They choose their own resources from well-organised storage boxes of equipment which are placed at child height for easy access to promote their independence skills. The childminder sets up an area of the communal outdoor garden with a range of resources such as pens and crayons, imaginary play and construction toys. This support children's learning in both the

indoor and outdoor environments.

The childminder places a strong emphasis on her responsibilities to keep children safe within the environment. It is well-organised and hazards such as sharp utensils and cleaning products are stored out of their reach. Children learn about keeping safe as they are gently reminded to sit all four legs of their chair on the ground to prevent falls. They receive a visit from the local fire officers enabling them to learn about fire safety. They enjoy spending time in the fire engine and wearing the helmets.

Young children are beginning to develop independence as they attempt to put on their shoes and coat before outdoor play and make choices from the resources. These skills help prepare children for the next stage of learning or the move to school. However, young children are not always supported to feed themselves at lunch time. Children learn about making healthy choices and enjoy nutritious home cooked meals such as chicken, broccoli and carrots. They help themselves to water bottles when they recognise their own thirst. Young children are well supported in hand washing after outdoor play and before lunch. The childminder teaches them to wash their hands thoroughly and uses individual towels to minimise the potential for cross infection. However, on occasions, such as before snack time hand-washing arrangements are overlooked.

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

The childminder has a good understanding of the safeguarding and welfare requirements and of her responsibility for meeting these. Safeguarding training is completed and the childminder gives high priority to protecting the children in her care. She has a good knowledge of possible signs of abuse and neglect and the procedures to follow if she had a concern about a child in her care. Children's safety is further enhanced because the childminder keeps the premises secure at all times. Risk assessments are completed to help keep children safe in the home and on outings. She has taken advice from the Fire Officers to improve the way in which she conducts the emergency evacuation procedure. For example, she has changed from using a whistle to activating the smoke alarm to create a real life situation for children to become familiar with.

The childminder has a good knowledge of how to implement educational programmes effectively, so she can monitor that all areas of learning are covered. She shows a good level of commitment to ongoing professional development through attendance at relevant early years training. The childminder benefits from being an active member of the local childminder group. She uses a self-evaluation form to reflect on her practice. Monitoring visits from her development officer support the childminder in identifying strengths and areas for development. The childminder also seeks the views of parents through questionnaires. Consequently, the childminder demonstrates a good capacity to maintain continuous improvement.

The childminder has developed good partnerships with parents. Written and verbal

comments demonstrate their positive views on the provision. The childminder supports parents as their children make transitions such as toileting. She offers a flexible service to meet parents changing work patterns, for example extending minding hours.

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	EY360295
Local authority	Bournemouth
Inspection number	844197
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	22/04/2009
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

