

<b>Inspection date</b>	03/04/2013
Previous inspection date	16/12/2008

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

- Children are very confident and happy in the homely and welcoming environment.
- Children enjoy regular opportunities to be outdoors and be physically active.
- The childminder and her assistant are very caring and supportive of the children and the choices they make in their play.
- Children have access to a wide range of interesting and stimulating resources that support their interests and development well.

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

- Opportunities are sometimes missed to extend the children's mathematical learning through their play and daily routines.

## 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 downstairs areas and garden.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's self-evaluation document, written policies and procedures, and the children's records.
- The inspector took into account the written feedback from parents.

## Inspector

Janet Armstrong

## Full Report

### Information about the setting

The childminder registered in 1991. She lives with her husband in Sturminster Newton, Dorset. All areas of the home are available for childminding purposes, with a living room, playroom, quiet room, kitchen/diner and cloakroom used as the main accommodation. Rest facilities are available. There is an enclosed back garden available for outside play. The family has one rabbit and seven chickens. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, seven of whom are in the early years age range. The childminder also cares for children over the age of eight. The childminder works with an assistant as and when required. The childminder is accredited to offer government funding for early education.

### 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 use numbers, shape, space and measure in their play and everyday routines.

### Inspection judgements

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

The childminder and her assistant have a good understanding of the children's individual learning needs. They provide high levels of positive support and interaction that engage and motivate children. Planning is flexible and allows the children to engage in self-chosen activities as well as those provided by the childminder. This helps children to make good progress in their learning and be ready for the next stage of their development. Assessment systems successfully record the progress children are making in their learning. Photographs support written observations that show the activity and learning, with next steps to focus on to support the children's ongoing development. A tracking system enables the childminder to monitor children's progress and identify any gaps in their learning. Successful communication with parents offers them opportunities to contribute towards their child's assessment record and to share what they know about their children. The childminder completes the progress check at age two as required, and shares this with parents.

Children are confident and active learners. They receive positive support and encouragement from the childminder and her assistant to initiate their own activities. A

flexible timetable allows children the time and opportunity to explore and see their chosen activity through to the end. This allows children to develop their concentration and achieve in what they do. For example, toddlers attempt to fit the wooden musical instruments in their correct positions on the storage frame. They try each one in each hole, and persevere until they all fit. They show a sense of pride, smiling and looking to others for approval.

The childminder and her assistant promote the children's physical development well. Children enjoy the regular opportunities to play outdoors in the fresh air. They make good use of the different play areas and equipment in the back garden to run, climb, slide, bounce and ride. Indoors, pre-school aged children use a range of tools confidently to roll, shape and mould play dough. They show good hand-eye coordination and control as they cut out shapes and mould the dough with their hands. The assistant successfully helps them to explore the effects of making prints in the dough with their hands. Toddlers find a wooden stacking activity. They too show good hand-eye coordination and concentration as they attempt to feed the wooden reels on to the poles. They laugh, clap and babble with enthusiasm at their success and relish the high praise from the childminder. This encourages them to repeat the exercise several times over.

Children enjoy music and movement times with the childminder and her assistant. They explore the sounds of different musical instruments and learn to move in time to the songs. For example, toddlers hold a set of bells in each hand. They show an increasing awareness to shake them when the assistant sings and stop when instructed to. They laugh happily, jump up and down to the sounds, and hold their body still when told to stop. The high praise and positive interaction from the assistant means the children quickly learn what is expected. Pre-school aged children enjoy the action songs and rhymes. They confidently ask for favourite and familiar songs, clearly voicing which ones they like, and those they are not so keen on. They sing along to the words and join in with the actions. The childminder and her assistant sometimes miss opportunities to extend the children's mathematical learning through their play choices and daily routines.

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

Children are very happy and confident in the homely and welcoming environment. They settle quickly with the sensitive and caring support from the childminder and her assistant. The secure attachments children have with the childminder and her assistant enable children to confidently move around the different play areas indoors and outside. They select their own activities and decide what they want to do next, secure in the knowledge the childminder and her assistant will be close by to support and encourage them. The childminder provides a warm, comfortable and inviting environment for children. Rooms offer children different opportunities for their play. For example, a room is set up with large floor cushions and books to offer children calm and quiet opportunities during the day. A well-resourced playroom enables children to select from the wide range of toys to develop their imaginations well. The childminder and her assistant provide children with consistent boundaries for good behaviour. They offer gentle and consistent messages and

support to share and take turns. The children respond well to the positive and supportive encouragement to adapt their behaviour and share the toys with others.

The childminder works hard to ensure that an inclusive and supportive approach values the children and their family's individual customs and beliefs. She ensures that children learn to show respect and consideration for others, as well as gaining confidence in recognising and accepting their own needs. Children have access to a wide range of resources that provide them with positive images of difference and diversity. The childminder values other languages spoken by the families she minds. Children who learn English as an additional language see posters displayed in their home language and enjoy looking at dual language books. These highly effective steps provide all children with positive messages about different languages and respecting the differences they see in each other.

Children have a good introduction to being healthy and keeping safe. With positive support from the childminder and her assistant, children follow good personal hygiene routines. The regular opportunities for them to be physically active mean that they develop control and coordination of their bodies. For example, pre-school aged children climb the monkey bars and ladders, moving around on the large-scale equipment confidently. Toddlers bounce on a small trampoline, smiling and babbling happily. Children learn about potential hazards around them as they play. This helps them to adapt their behaviour to keep themselves and others safe. For example, they learn to use scissors carefully and how to climb safely when outdoors.

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

The childminder has a good understanding and awareness of the learning and development, and welfare requirements of the Early Years Foundation Stage framework. She uses self-evaluation well to monitor the effectiveness of her practice, and to promote continuous improvements. The childminder receives support from the local authority and attends training sessions to keep her skills and knowledge up to date. This helps the childminder to adapt some of her practices and the activities she offers to benefit the children. For example, making dens and improvements to the garden means children are more confident to explore and spend more time outdoors playing in the garden. The childminder ensures that her assistant also attends relevant training to promote consistency in the support they provide for children. The childminder and her assistant promote children's safety well. A safe environment indoors and outside means children are able to explore and be curious learners under positive levels of supervision. The childminder has a secure knowledge of safeguarding procedures. She is clear on child protection issues and the correct procedures to follow should she have a concern about a child in her care.

The childminder works very closely with parents to provide consistency and continuity in the children's routines and care needs. The positive partnership working provides children

with a sense of familiarity, which helps them to settle quickly in the different environments they experience. The childminder encourages parents to share what they know about their child's learning needs and development through daily discussion and use of a diary. The childminder's professional approach and extensive childcare knowledge and experience means that she is able to guide and support parents when needed. Parents report that they hold the childminder in high regard, valuing her dedication and the support she and her assistant offer children. The childminder is aware of the need to work with other early years settings that children may attend in the future, to further promote continuity in their care and learning 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>	141084
<b>Local authority</b>	Dorset
<b>Inspection number</b>	836604
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/12/2008
<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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