

Inspection date	11/04/2013
Previous inspection date	02/04/2009

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 is very sensitive, calm and interactive with the children, helping them to develop their self-confidence. This means they are very happy and settle quickly.
- The childminder supports children's early mathematical learning well to introduce them to simple calculation, and size and volume concepts.
- Children enjoy the range of planned activities. They receive positive support from the childminder that helps them to explore and develop their concentration.
- The childminder works successfully with parents so that they make a valued and positive contribution to their child's learning at home.

It is not yet outstanding because

- Current storage arrangements of the wide range of resources do not fully promote opportunities for children to build on and develop their ideas.
- There are fewer resources available to build on children's sense of their immediate family, relations, friends and favourite people.

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 two main downstairs areas.
- 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 2005. She lives with her husband and four children in Portland, Dorset. All areas of the home are available for childminding purposes, with a living/dining room, kitchen/diner and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available upstairs. There is a back garden available for outside play. The family has a dog, hamster, two cats and fish. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide overnight care. There are currently two children on roll, both of whom are in the early years age range and attend on a part time basis. The childminder and her husband are registered foster carers. The childminder holds the National Nursery Examination Board qualification.

What the setting needs to do to improve further

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

- increase children's independent access to the wide range of resources to further promote the opportunities they have to build on their ideas in different situations
- extend resources that will further develop children's sense of their immediate family, relations, friends and favourite people.

Inspection judgements

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

The childminder has a secure knowledge of each child's individual learning needs. She uses this information well to plan for activities and provide support that targets children's key next steps. This helps children to make good progress in their learning and development and be ready for the next stage of their development. The childminder uses successful planning and assessment systems that help her monitor children's learning and the progress they make. She works effectively with parents so that they make a positive contribution to their child's learning. Parents record 'wow' moments and learning from home that they share with the childminder. They view their child's learning journal each term. They record what next steps they want for their child, and what they know about their child's learning. This means parents play an active and valued role that enables them to support their child's learning journey at home. The childminder works with parents to complete the two-year progress check.

Young children are very happy and confident. They have a positive disposition to their learning, enjoying the range of activities and opportunities for play. The childminder provides highly supportive levels of interaction that engages the children well, and helps them to explore and develop their concentration. A young child enjoys playing with the train track set up by the childminder. They explore the effects of the train going down the hill and receive positive support and instruction about how to refit the track pieces together. The childminder supports children's early mathematical development well. This means children learn about space, shape, size and volume as they play. A young child finds an interactive shape sorter. The childminder offers positive support and encouragement to help the child post the shapes in the correct holes. She labels each one and offers encouragement and praise at the child's attempts. The child recognises that when they post a shape, to expect lights to flash and the toy to make sounds. When making salt dough, the childminder uses number language, and simple calculation to show children how numbers have a purpose for measuring and comparing. During a water play activity, young children use different size containers to pour the contents from one to another, introducing them to volume. Children receive positive support to select from toys that interest them. A young child finds a picture card of a digger. They show the childminder, who finds the toy in the toy cupboard.

The childminder supports children's sense of belonging sensitively, offering lots of positive support and hugs. There are fewer resources available that build on children's awareness and sense of their immediate family, friends and favourite people to offer further reassurances during new events and changes in their lives.

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

Children are very happy, settled and secure. They respond positively to the childminder's very sensitive and calm support and approach. The childminder's positive interaction and encouragement means that children show high self-confidence in the homely, welcoming environment. Children have access to resources to support their interests and promote some independent choices in their play. The childminder displays picture cards of other resources she has, for children to select from. However, the current storage arrangements of the wide range of resources do not fully promote opportunities for children to build on and develop their ideas. Therefore, children cannot always make independent and spontaneous choices in their play.

Children receive positive support and encouragement to behave well. The childminder is calm and firm, offering clear explanations of expectations to share, take turns and show respect for toys and furniture. Children respond well to her positive and sensitive approach and adapt their behaviour accordingly. Children have a positive introduction to difference and diversity. The childminder promotes their sense of self-worth and respect for others well so that children accept the differences they see in themselves and others.

Children receive positive and consistent support to be healthy and keep safe. The childminder works well with parents so that they support her in providing healthy foods for their children. At snack time, the childminder uses laminated pictures of different fruits for

young children to select from. Children enjoy daily opportunities to be physically active and play outdoors. They have use of a range of different equipment and toys that help them to develop their large motor skills. Children learn positive practices that help to keep them safe. For example, to be careful around hot drinks, and to use scissors safely. They practise fire drills with the childminder regularly so that they are familiar with emergency evacuation procedures. When on local walks, they learn about road safety and stranger danger.

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

The childminder has a good understanding of the learning and development, and welfare requirements of the Early Years Foundation Stage framework. She has a secure knowledge of safeguarding issues and the correct procedures to follow should she have a child protection concern about a child in her care. She uses effective risk assessment systems and supervision to promote children's safety well. Positive self-evaluation systems help the childminder to reflect on training, support and advice from other professionals to make changes to her practice and improve the education programme. This helps her to build on her strengths and make continuous improvements.

Successful partnership working is in place to work effectively with parents. Parents share detailed information about their child's care and learning needs and routines to enable the childminder to successfully support them. The childminder communicates with parents each day and shares children's records of assessment each term so that parents are clear on how their child is progressing and what they can do to support this. A planning sheet and 'wow' board for parents to share their own ideas and the children's achievements from home further support this. Parents state they are very happy with the good communication systems that keep them well informed about their child's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY318996
Local authority	Dorset
Inspection number	834556
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	02/04/2009
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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