

Inspection date	15/04/2013
Previous inspection date	15/03/2011

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

- Children are well cared for in a safe, warm and welcoming family home, where they make good relationships with the childminder and one another.
- The childminder has developed a clear and effective assessment and planning system that helps her promote children's good progress in their overall development.
- Positive partnerships with parents enable the childminder to meet children's needs effectively once they are established in the setting.
- The childminder is proactive in improving her knowledge and gaining qualifications, thereby enabling her to make continuous improvement and promote good outcomes for children.

It is not yet outstanding because

- Opportunities for parents to contribute to the initial assessment of their child are not yet fully established to enable the childminder to plan for children's progress from the very start of the placement.
- Opportunities to teach children practical skills through activities they have chosen independently are not always maximised.

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 childminder's home.
- The inspector discussed activities with the childminder.
- The inspector sampled a range of documentation including children's developmental records and policies.
- The inspector took account of parents' views supplied by the childminder's questionnaires.

Inspector

Brenda Flewitt

Full Report

Information about the setting

The childminder was registered in 2010. She lives with her husband and six of their children; three children are school age and the rest are young adults. The whole of the ground floor is used for childminding, with the exception of one bedroom and an office. There is an enclosed garden for outdoor play. The family has a dog, two rabbits and a tortoise, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll, all of whom are in the early years age group. The childminder has a National Vocational Qualification in Childcare and Education at level 3 and is studying towards an early years foundation degree.

What the setting needs to do to improve further

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

- develop further systems to assess children's starting points by requesting more detailed information from parents about the children's skills, learning and activities at home, when they begin to attend
- make more use of spontaneous opportunities linked to children's interests to teach them the skills they need to use equipment, for example cutting with scissors.

Inspection judgements

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

Children enjoy the time they spend in the childminding setting. They are keen to take part in a broad range of activities, both inside and out, where they learn effectively through play. The childminder has a good understanding of child development. Overall, she has a clear assessment system, which she continually adapts and improves. The childminder records her observations of children's play and learning in children's individual learning journeys, which include annotated photographs. She uses this information effectively to plot their stage of development and identify next steps to help them make good progress. However, the information she requests from parents when their children start to attend is not always detailed with regard to children's learning and development at home. This means that the childminder does not start to plan for the children's progress straightaway.

Nevertheless, the childminder's good knowledge of the children and the overall effectiveness of planning systems ensure that they make good progress. The childminder is secure about her responsibilities in completing progress checks for children aged between two and three years.

Children use language well to communicate. Pre-school children are confident to talk about events in their lives describing favourite activities, such as visiting a farm and feeding rabbits. The childminder promotes children's language well. She talks with them as she joins in their activities, naming objects and discussing actions and concepts. For example, as children investigate play dough, manipulating it with various tools and their hands, she names colours and shapes. Children learn new vocabulary as the childminder reads them stories or as they enjoy songs and rhymes. The childminder provides a good range of books, which she arranges attractively so that children can select for themselves and snuggle up to enjoy them with their friends. Children visit the library regularly with the childminder, where they choose books to bring back to her home. As children are involved in the check-out system, they experience technology in a meaningful situation. Children use their senses to explore and investigate various materials, and begin to experiment with colours. For example, they like to mix different-coloured paints as they use tools, such as paintbrushes to make marks on paper. They sometimes choose to make pictures using pre-cut images from magazines and make their own designs by gluing them to paper. However, the childminder does not always use spontaneous situations, such as these to extend children's practical skills, for example cutting with scissors.

The childminder plans meaningful activities, such as cooking, to promote children's learning. They look at recipes, weigh and measure ingredients, use tools to manipulate the mixture and learn good procedures for hygiene and safety. Children proudly take home their products to share with their families. Children's days include outings to various local places where they meet people, use different play equipment and explore the local environment; for example, regular visits to the woods encourage children's confidence and exploration. They like to run in open spaces and notice various aspects of the natural world, such as the change in seasons and woodland plants. Children use their creative ideas to make collages with items they collect.

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

Children are happy and settled. They play and learn in a friendly and caring environment. Children develop warm and trusting relationships with the childminder and one another. For example, young children are confident to make their needs known. They go to the childminder for assistance with certain tasks, such as opening a play dough pot, and enjoy cuddles and reassurance when they are tired. The childminder makes children feel at home in a welcoming atmosphere. She gets to know their individual care needs, which enables her to follow their routines effectively. This contributes to a smooth transition between home and the childminding setting. Children behave well. They know what to expect through familiar routines and learn good manners from the childminder's good example. The childminder regularly praises children's efforts and achievements, which

helps boost their self-esteem and confidence.

Children learn about the importance of healthy lifestyles. They have daily fresh air and exercise as they play in the garden, go on walks or visit play parks, which promotes their physical development. They make choices about what they eat from healthy options, such as fresh or dried fruit at snack time. The childminder encourages their interest in healthy foods through activities, such as investigating the inside of a pineapple. Children are developing a good understanding of how to stay safe. For example, when playing in the woods, they start to take calculated risks as they negotiate different terrain, surfaces and gradients. They are involved in regular practices of the emergency escape plan, so that they know what to expect in a real situation. Children are becoming increasingly independent in managing their own clothes; the childminder allows them time to develop their skills in removing and putting on their outdoor clothing. These skills help to prepare them for when they start school. The childminder provides a good range of toys and play equipment, which she arranges so that they can select for themselves, according to their age and stage of development.

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

The childminder implements clear policies that promote children's welfare and safety. She completes detailed risk assessments to help provide a safe environment for children to play, both in the home and on outings. She has a good understanding of how to safeguard children from harm, which includes recognising signs and symptoms of possible abuse and the procedures to follow if there are concerns. She has continued to keep her knowledge up to date by completing training on child protection issues. This all contributes to helping to protect children. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and everyday experiences, and how to promote good progress in their overall development.

Overall, the childminder promotes positive partnerships with parents. She supplies clear information about her setting, which includes written policies and displays in her home. The childminder encourages daily exchange of information verbally, in order to meet children's individual needs effectively. She provides a written two-way diary for younger children, which includes food intake, sleep patterns and a record of their day. The childminder is proactive in seeking parents' views about her provision. Parents say that their children are very happy and settled, and praise the warm and safe environment. They comment positively on the good selection of toys, activities and their children's achievements. The childminder has a secure understanding of the importance of sharing information with other providers when children also attend other early years settings. She has a clear system for written ongoing dialogue, which promotes continuity of care and learning.

The childminder has successfully addressed the recommendations set at the last

inspection, which has improved aspects of children's safety, enjoyment and learning. She evaluates her provision effectively in order to identify areas for development. For example, she plans to develop the garden to provide areas for children to grow plants. The childminder monitors children's learning and development well; she uses a system that gives her an overview of their development, to enable her to identify any gaps in their learning. She values children's views, adapting and extending her resources according to their interests and development. The childminder is keen to develop her professional role in order to continue to improve children's learning experiences. She is in the process of studying towards an early years foundation degree.

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	EY413981
Local authority	Dorset
Inspection number	816414
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	15/03/2011
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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