

Inspection date

22/04/2013

Previous inspection date

24/03/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely happy and settle quickly under the childminder's gentle and supportive guidance. They demonstrate a very strong and positive attachment with the childminder.
- Children have an excellent introduction to mathematics. They use mathematical language with confidence as they play to identify size, shape, volume and numbers.
- The childminder has a very secure understanding of the children's individual needs. She works extremely closely with parents. This helps her to promote children's very high levels of self-esteem, acceptance and respect for others, and gives them a strong sense of belonging.
- The childminder plans for children's learning extremely well. Her approach is highly supportive and interactive. This means she is able to provide tailored activities geared towards children's key next steps to ensure they make rapid progress.
- The childminder promotes children's use of their senses and exploration very creatively. This means children are highly interested and engaged in what they find, developing a keen curiosity and strong exploratory and problem solving skills.

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 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 2004. She lives with her husband and four children aged between 14 and eight years in Bridport, Dorset. The family home is on four levels. Childminding takes place mainly on the lower and ground floors, where there is access to areas for play, rest and toilet facilities. A bathroom is available on the first floor if needed. There is an enclosed back garden for outside play. The family has four chickens. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll, six of whom are in the early years age range and attend on a part time basis. The childminder also cares for children over the age of eight. The childminder works with an assistant as required.

What the setting needs to do to improve further

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

- extend children's learning about people and cultures by, for example, providing photographs of children's families, friends, pets and favourite people to look at and talk about.

Inspection judgements

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

The childminder has an extremely secure and sensitive understanding of the children's individual care and learning needs. She is passionate about promoting children's sense of self-worth and confidence, ensuring they have a solid and interesting educational programme. Assessment systems are precise and sharply focused. They show a clear picture of children's learning and progress, and the next steps needed to challenge their learning further. Photographs link the activities, observation and next steps together to show what children have learnt and achieved. An effective tracker system enables the childminder to monitor children's progress and ensure any gaps in their learning are easily identifiable. These highly efficient systems mean that the childminder is able to provide focused and targeted activities and support, which successfully challenge and extend the children's learning. There are highly successful strategies in place to include parents in their child's learning journey. Key information at the initial settling in period and ongoing sharing of information means that the childminder and parents are clear on what the children can do and need to achieve next. A daily diary, use of text messaging and daily discussions ensures parents are clear on what is happening on a day-to-day basis. The sharing of children's assessment records each term successfully brings this information together. To further include parents in their child's learning, and ensure they are clear of

what happens each week, the childminder emails parents with the weekly plans of proposed activities. This also includes details of their child's next steps and the areas of learning they link to. Parents are requested to share their own ideas to further support this, based on what they know about their children. The childminder works closely with parents to complete the two-year progress check. These highly successful partnerships mean that parents are able to play an active and supportive role in their child's learning journey. The childminder's thorough and extremely high quality planning, observation and assessment systems means that children make rapid progress in all areas of their learning and are ready to take the next steps in their development. Their rapid progress supports them well in their future learning, for example, as they move on to school.

Children have a strong exploratory nature. They are highly motivated and keen learners, with a positive disposition to learn. The childminder provides highly supportive and stimulating interaction that successfully promotes children's curiosity and problem solving skills. For example, a child finds inside a favourite bag, latex gloves each filled with a different item that include beads, salt, play dough, sugar, corn kernels, dried pasta tubes and flour that the childminder has hidden. They pull out each one and explore them using their senses to look, smell, shake, poke and feel to guess what is inside each one. Children take great delight in talking about each one and what might be in them, sharing the experience with others to also guess what they might be. Children successfully use and learn about different mathematical concepts through their daily play and routines. They count the number of eggs they collect from the chickens each day. When playing with the train set, they identify shapes and signs they see, for example, circle, triangle and rectangle. They tell the childminder, 'look, this one is bigger', showing an understanding of size. Children are able to count up to 10 securely, and are learning that numbers represent quantities, as they count how many trucks they have. In a baking activity, children learn about volume, weight and numerals using electronic scales and different measuring devices to add the correct amount of different ingredients. Children count how many of each goes into the bowl. Their language development and vocabulary is supported extremely well as they talk about the cakes they are making, whose birthday it is and what the mixture smells and looks like. In their play, the childminder supports their critical thinking skills very well to help them think things through and problem solve. For example, when playing with the trains, children are encouraged to think through how to resolve potential problems so that track barriers raise, and trains can go under the bridge successfully. The childminder asks them 'what can you do?' to encourage the children to talk through the issues and dilemmas. The childminder explains the use of magnets on the crane. These highly accurate instructions and positive support means that children are able to turn shapes around and successfully lift them using the crane, telling the childminder 'look it is going higher!' When playing with different media and materials, children correctly identify different numerals up to nine. They explore the excellent range of resources, pouring coloured dry rice from one sized container to another, experimenting with volume. They add candles, pompoms and numerals to make a birthday cake for their friend. Children receive excellent support to help them learn about some of the people around them, although they do not have opportunities to look at and share photographs of themselves, their family, friends, pets and favourite people to further secure their learning about what makes them unique.

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

Children are extremely happy, settled and highly confident. They have very strong emotional attachments with the childminder, who they rely on for support and encouragement at all times. This helps them to adapt and settle quickly in new situations. The childminder's highly sensitive and proactive approach and attitude means that the children's welfare and well-being is central to everything she does. She is highly committed to ensuring that she is securely knowledgeable about each child's individual needs. This ensures she can provide and apply tailored and highly beneficial support to help children settle, cope with the different environments and experiences, and have a strong sense of belonging and self-worth. This means that children are very accepting of the differences they see in each other and can adapt their behaviour to benefit positive friendships. Children move around the relaxed and family orientated home confidently as they select their own toys and initiate their own play ideas. They have access to a wide range of stimulating resources as well as engaging in the interesting planned activities offered by the childminder.

Children have a highly positive introduction to leading healthy lifestyles. The childminder provides healthy, balanced and nutritious meals, supporting the children to make healthy food choices at snack times. Children recognise the need to wash their hands frequently throughout the day, for example, before meals, after caring for the chickens and before baking activities. Children enjoy daily opportunities to be physically active outdoors. They enjoy using large-scale equipment to gain control and coordination of their bodies, and local walks to explore nature in all weathers, to make them aware of the changes in the seasons and the impact of weather on the landscape. Children have a very good introduction to realistic potential hazards around them that promotes their safety exceptionally well. This helps them to adapt their behaviour and take safe risks as they play and explore. For example, when the childminder takes the cakes out of the oven, children automatically go to the other side of the room without being asked or reminded. When outdoors, under the highly positive encouragement and support from the childminder, they learn to use large-scale equipment safely so that they challenge themselves as they climb. These extremely positive systems mean children learn to listen to their bodies and understand when things are safe to try and when they are not.

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

The childminder has an excellent understanding of her responsibilities in meeting the learning and development, and welfare requirements of the Early Years Foundation Stage framework. She demonstrates an extremely high commitment to the children in her care, ensuring they receive the best possible start in life. The childminder uses precise and accurate self-evaluation systems to enable her to securely identify her strengths and prioritise areas for future development. This enables her to successfully monitor the effectiveness of the educational programme, and make beneficial changes where needed. For example, the childminder has completed level 1 of Forest School training to enable her to better support and challenge children's learning in the outdoor environment. Frequent

feedback from parents, training, and support from other early years professionals means she is able to successfully build on her strong areas and address any weaker points promptly. This means she is able to respond quickly and adapt her service to improve outcomes for children. The childminder's strong commitment to the children's welfare and well-being enables her to monitor their safety successfully. Highly effective risk assessments mean children are able to play safely indoors, outside and on outings. The childminder has a strong and secure knowledge of safeguarding issues. She is clear on the correct child protection procedures to follow should she have a concern about a child in her care.

There are highly successful systems in place to work with parents and other early years settings that children attend, and any professionals involved in the children's lives. This means all those concerned are clear about the children's learning needs, achievements and next steps and able to put beneficial measures in place to ensure children make rapid progress and are well supported as they learn and develop. Parents report very highly of the childminder. They particularly value her 'loving and non-judgemental approach', finding the excellent communication 'very helpful and informative'. Parents are clear on what their children learn, achieve and what they can do to further support this. Parents greatly appreciate how she 'values their children's strengths and individuality, providing a respectful environment with constant use of positive language'. They find the childminder to be 'inspirational, thoughtful, kind, creative, fun, nurturing and reliable'.

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	EY286190
Local authority	Dorset
Inspection number	833677
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	24/03/2009
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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