

Inspection date

30/04/2013

Previous inspection date

15/01/2009

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

- Children use their imaginations well in their role-play. They use a good range of resources to support and develop their ideas.
- Children are confident communicators and use their language well to share their thoughts, ideas, needs, and to problem solve.
- The childminder supports children who learn a second language well to use both languages in their play and daily routines.
- The childminder works successfully with parents so that they contribute towards their children's learning journals and support their children's learning at home.
- The childminder knows individual children well and helps them to settle, feel secure and be confident.

It is not yet outstanding because

- There are reduced opportunities for children to independently access and initiate their own art and design to explore and experiment freely
- The systems to find out from parents about children's starting points when they first start are not as successful as other aspects of the partnership with parents.

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 1992. She lives with her husband and adult daughter in Weymouth, Dorset. All areas of the home are available for childminding purposes, with a living room, dining room, conservatory, kitchen and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available upstairs. There are enclosed front and back gardens available for outside play. The family has two dogs, two tortoises and two rabbits. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, five of whom are in the early years age range and all attend on a part time basis. The childminder holds the certificate in Extending Childminding Practice.

What the setting needs to do to improve further

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

- provide opportunities for children to initiate their own creative activities so that they can experiment and explore with a variety of media and materials to represent their own ideas, thoughts and feelings
- strengthen the partnership with parents further to gather more detailed information about what children can do when they first join the setting

Inspection judgements

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

The childminder promotes children's learning well through her supportive interaction and encouragement. She has a secure knowledge of each child, and provides targeted activities and support to extend their learning based on their interests and next steps for development. The childminder uses successful assessment systems that help her record children's progress and identify key next steps. An informative summative assessment details what children learn and achieve, and what aspects to focus on for the following term. This provides parents with useful information that helps them to identify what they can do at home to further support the learning experiences for their children. A two-way daily diary further supports this, so that parents and the childminder share and receive up-to-date information about the children's care and learning needs, routines and any issues. Systems to find out detailed information from parents about what they know about their child's learning when they first start are not sufficiently thorough to fully benefit the initial assessment process. The childminder works successfully with parents to complete the

progress check at two-years. These effective systems mean that children make good progress in their learning and are ready for the next stage of their development.

Children show high levels of engagement, motivation and focus to build on their own ideas. They use their language confidently to share their needs, thoughts and ideas as they play. They receive positive support from the childminder to link recent events to their play, for example, going to the Sealife Centre and coffee mornings. Children also use their language confidently to problem solve and talk through the process. For example, preschool aged children show the childminder how to fit the toy horse and carriage together, 'see, you put this here, take that off and put this on!' they explain.

Children independently access a wide range of role-play toys and resources that support and extend their imaginative play well. They use electronic tills and toy money and pretend to shop. They know to press buttons to make the till operate and the cash drawer open. The childminder supports them well to learn about money, numbers and value and asks children 'have I got enough?' to develop their understanding further. Children enjoy the many opportunities to engage in planned arts and craft activities. They do not have many opportunities to independently access and initiate their own creative activities, to freely explore and experiment with media and materials using their own ideas, thoughts and feelings.

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

The childminder knows the individual children's personalities and care needs well. This helps her to build positive relationships with them so they settle, feel secure, and are confident. This means children are happy with high self-esteem. They move purposely around the inviting child orientated home, accessing the wide range of resources to support their learning. The encouraging interaction and support from the childminder helps children to build positive relationships with others. They learn to share, take turns and consider the needs of those around them. Clear and consistent boundaries helps them to understand what is expected and why. Children receive positive messages and support from the childminder that help them to value their own opinions and needs, and respect the differences they see in others. The childminder works effectively with parents to support those children who learn a second language, so that they use both languages in their play and daily routines. This helps to give children a sense of belonging and identity.

Children receive positive support to follow safe practises and lead healthy lifestyles. They learn to help keep the play environment tidy to reduce potential tripping accidents, how to use tools safely, such as scissors, and play with outdoor equipment safely. The childminder works closely with parents to ensure that children eat healthy and nutritious meals throughout the day. Children enjoy frequent outings and trips to local places of interest where they interact with other children and adults, and can be physically active using a range of resources, such as a slide, climbing frame and ride on toys.

The effectiveness of the leadership and management of the early years

provision

The childminder has a good knowledge and understanding of the learning and development, and welfare requirements of the Early Years Foundation Stage framework. She uses self-evaluation effectively to build on her strengths and identify areas to develop further. The childminder completes regular training, and receives support from other early years professionals to help improve her practices. This helps her to make changes that benefit the children, for example, those that learn two languages.

The childminder promotes children's safety well. Effective risk assessment systems support her well in monitoring her home, garden and any outings, to help ensure that the different environments children experience are safe and suitable. The childminder has a good awareness of her responsibility to safeguard children. She is clear about child protection issues and the correct procedures to follow should she have a concern about a child in her care.

Effective partnerships are in place to work with parents and other early years settings that children attend. Regular meetings and a two-way diary means she is able to share and gather relevant information about the children's learning needs with other settings. Daily discussions and ongoing communication with parents helps her to work closely with them, and gain valuable information about family traditions and expectations. These effective systems mean children are confident and settle in the different environments they experience with ease. Parents report they are very happy with the development and progress their children make. They find the childminder to be patient, caring and supportive of them as parents.

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	139247
Local authority	Dorset
Inspection number	841347
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15/01/2009
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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