

<b>Inspection date</b>	07/05/2013
Previous inspection date	05/05/2009

<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 happy and settled. They have a strong bond with the childminder and relish the positive interaction and support they receive in their play.
- Children are active learners and confidently make independent choices in their play and daily routines, to show what they want.
- Older children enjoy playing outdoors in the fresh air. They have many opportunities to be physically active.
- The childminder knows individual children well and provides sensitive and supportive care, especially to the younger children.
- There are effective assessment systems in place that encourage parents to share what they know about their child and any learning from home.

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

- Although children learn to use numbers and counting in some of their play activities and daily routines, the childminder does not extend this further to introduce them to different number concepts, such as simple calculation.
- The childminder does not always provide the youngest children with a wide range of activities when outdoors that encourages them to explore further.

## 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 1996. She lives with her husband and adult son in Canford Heath, Poole, Dorset. All areas of the home are available for childminding purposes, with a living/dining room, conservatory and kitchen used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed back garden available for outside play. The family has a cat. 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, nine of whom are in the early years age range, and most attend on a part time basis. The childminder also cares for children over the age of eight. The childminder works with an assistant when required. She is accredited to receive the government funding for early education. The childminder holds a National Vocational Qualification at level 3 in childcare, learning and development.

### 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 use of numbers and mathematical language, so they learn about simple addition and subtraction in their play and daily routines
  
- provide a wider range of activities that encourage the youngest children to explore when outdoors.

### Inspection judgements

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

The childminder provides a balanced and varied educational programme based on the children's interests and key next steps. Her interaction with the children is positive, supportive and encouraging. This helps children to try new experiences and make independent choices in their play. The childminder uses successful assessment systems, including the required progress checks for children aged two years, which record the progress children make in their learning. Recorded observations show the children's learning from the activity observed. Identified next steps show key areas to focus on for the following term. A tracking system enables the childminder to identify any gaps in children's learning to support her planning. The childminder works closely with parents so that they play an active role in their child's development. Parents provide information about what their children can do in each area of learning to support the childminder's initial assessment and settling in of new children. Parents contribute towards the children's

learning journals by recording any learning that takes place at home. These effective systems help children to make good progress in their learning and be ready for the next stage of their development, for example, school.

Children are active and independent learners. The high levels of encouragement and support from the childminder helps them to make their own choices and follow their own ideas. Pre-school aged children individually decorate their own flowerpot ready for planting seeds. They choose their own decorations and help each other find the relevant ones to support their choices. This means children have the confidence to make unique and individual creations. They chatter happily to each other, themselves and other adults, sharing their thoughts, ideas and needs. They confidently ask to wash their hands when they have finished so they can have snack. During their play and daily routines, children learn about number use and count in a range of situations to identify how many they have. The childminder teaches them different concepts, such as floating through effective questioning. This helps children to notice what happens to their seeds when they pour water on them. The childminder does not fully extend and build on the children's mathematical learning to introduce them to number language. This means they have fewer opportunities to learn about adding and subtracting items as they play and during routines, such as snack time.

Children enjoy being outdoors. Mobile children are active and play with a wide range of different toys, making good use of the space and opportunities to explore. For example, a toddler develops their balance on a bouncing toy, and takes their baby doll for a walk in the buggy. Pre-school aged children enjoy experimenting with bubbles. They use a good range of tools to blow different size and shaped bubbles and talk about their success. They develop their balance and coordination as they use stilts, play with bats and balls, and use a small slide inventively to challenge themselves going down it in different ways. They enjoy the freedom and fresh air as they move around the garden. The youngest children enjoy exploring computerised toys. They understand to press buttons to make the different toys make sounds, light up and play tunes. They babble happily to themselves and repeat their actions to reinforce their experiences. A young child watches a ball roll, studying it as it goes to and from them. They enjoy the one-to-one attention from the childminder, making them feel safe and secure. The childminder does not provide a wider range of resources and activities for the youngest children, which reduces opportunities for them to build on their exploration skills when outdoors.

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

Children are very happy and settled. They receive high levels of support, encouragement and reassurances during the daily routines and play opportunities. For example, young children receive many hugs and gentle support that help them to feel secure. Children benefit from the knowledge that the childminder and her assistant are on hand at all times. This helps them develop self-confidence in the choices they make. Children receive positive support and encouragement from the childminder to value their own needs, and respect the needs of those around them. This helps children to learn to share and take turns in their play, and be aware of, and accept the differences they see in each other.

Pre-school age children learn to become more independent in the daily routines. They are able to put their own shoes on, wash their hands and decide what they would like to eat at snack times. They are learning to recognise the letters in their names and recognise letters in the environment. This helps to prepare them well for moving up to school. Children move around the home and garden safely and freely. The home environment is welcoming and stimulating, further supporting children's sense of confidence and security. Older children have good access to different resources and activities based on their interests and learning needs.

Children receive positive support and encouragement to learn about leading healthy lifestyles and keeping safe. From a young age, they recognise the need to follow positive personal hygiene routines to help reduce the risk of the spread of germs. They make healthy snack choices and enjoy balanced meals provided by the consistent approach of the childminder and parents. Children learn about potential risks around them and how to adapt their play to keep them safe. For example, when on outings they learn about stranger danger and road safety. This clearly encourages them to start managing their own behaviour to keep themselves and others safe. At home, they learn about hot things around the home, and how to use equipment safely while taking safe risks. This means children learn to listen and respond to their bodies as they use climbing equipment outdoors, so that they take challenges in their play while keeping safe at the same time.

### **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 works closely with her assistant so that they are able to plan for and provide tailored activities and support to help children make good progress in their learning. The childminder uses self-evaluation effectively. She is clear on her strengths and the impact this has on children. Clear areas to focus on and prioritise help her make key changes for continuous improvement that benefit the children. For example, she is developing the back garden and setting up a dedicated playroom. Ongoing and regular training helps the childminder update her skills and knowledge to support children's communication development.

The childminder and her assistant promote children's safety well. Effective risk assessments of the home and garden and daily monitoring of the environments children's access help the childminder to ensure children play in a safe and stimulating environment. The childminder risk assesses any outings and trips out of the home successfully to maintain the correct ratios and ensure that places children visit are safe to do so. She works closely with her assistant to ensure children play under high levels of supervision. They communicate well so that they are aware of each other's whereabouts to monitor children at all times. The childminder has a strong awareness of safeguarding and child protection issues. She is clear on the correct procedures to follow should she have a concern about a child in her care.

The childminder works positively and proactively with parents so that they play an

important and key role in their child's development and progress. Effective systems in place mean that parents are well-informed about the procedures and practices the childminder follows when caring for their children. This helps parents to make informed choices about the service they access, and ensures children receive consistent care and support in their care and learning needs and daily routines. Parents report they notice a positive change in their children as they make good progress in their learning. They value the positive communication and encouragement to be involved in their child's development so they can continue the learning at home.

### **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>	510849
<b>Local authority</b>	Poole
<b>Inspection number</b>	917669
<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>	12
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/05/2009
<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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Piccadilly Gate  
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