

<b>Inspection date</b>	22/05/2013
Previous inspection date	18/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children are very comfortable and relaxed in the childminder's family orientated home.
- Children are confident communicators and use their language well to share their thoughts, ideas and needs.
- Children enjoy puzzles and have a good awareness of number, which helps them achieve when engaged in problem solving.
- The childminder is sensitive and supportive of children in making choices in their play.

#### **It is not yet good because**

- There are limited opportunities for children to experiment with 'writing', and investigate and explore the natural world around them.
- Children are not encouraged to use their home language, and there are few resources that help promote children's sense of identity, and understand and learn about the differences they see in others.
- The systems to share children's progress with parents, and encourage them to share and contribute to any learning at home, are not fully effective.
- Self-evaluation systems are in the early stages and not yet well established to help the childminder prioritise areas for future development.

## 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 main living area.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's written self-evaluation document, 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 two adult children in the village of Winterbourne Stickland, near to Blandford Forum, Dorset. All areas of the home are available for childminding purposes, with a living/dining room, kitchen and bathroom used as the main accommodation. Rest facilities are available. There is currently no garden available for outside play. The family has a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll who is in the early years age range and attends on a full-time basis.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- help children learn about and value their own culture and sense of identity, and about the diverse world they live in by; using their home language in the setting, celebrating familiar festivals, and providing resources and activities that increase their awareness and acceptance of the differences they see in others
- Improve the educational programmes for Understanding the world and for Literacy, so that children can investigate and explore the natural world, and have regular opportunities to experiment with 'writing'

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

- develop the partnership with parents so that parents are encouraged to support and share information about their child's learning and development at home, and are kept well informed about their child's progress
- improve the systems for self-evaluation to help assess all aspects of practice and identify priorities for future development in order to improve outcomes for children further.

## Inspection judgements

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

Since the last inspection, the childminder has improved her knowledge of the Early Years Foundation Stage learning and development requirements. This means she is able to provide an appropriate educational programme that helps children make satisfactory progress, and be ready for the next stage of their development. Assessment systems are still in the early stages, but are starting to show the progress children make in their learning. This means the childminder is able to identify any gaps in the children's learning, and provide a termly summary report on the children's achievements and next steps. Systems to fully involve parents in their children's learning, and encourage them to support and share information about their child's development at home, and keep them well informed about their child's progress through the Early Years Foundation Stage are not yet fully effective. However, the childminder talks to parents each day to share appropriate information about the children's care and learning needs. This gives parents some opportunities to share what they know. Parents have seen and contributed to some of their children's records of assessment, for example, the progress check at age two-years.

The childminder supports children's communication and language, and mathematical learning, well. Children are confident talkers, using their language skills well to initiate and extend discussions and conversations with others. As they play, children use these skills as they use logical thinking and problem solving skills to achieve in what they do. For example, preschool age children enjoy puzzles of varying degrees of challenge. They receive positive support and encouragement from the childminder to look at each piece and think about where it belongs. They use language, such as 'next to', 'in the middle', 'massive' and 'teeny-weeny' to show their understanding of size, shape and sequence. The childminder's gentle encouragement, support and use of questioning helps them to focus, think things through and achieve in what they do. This helps to give children a sense of pride, and promotes a willingness to have a go as they develop their problem solving skills. The childminder provides children with some planned activities to make marks on paper. However, this does not allow children opportunities to experiment with 'writing' in their play; for example, writing lists in their role play and other activities. Children enjoy regular walks around the village and to local places of interest, such as to a farm. This helps to raise their awareness of the natural world. However, the childminder does not build on this so that children are able to explore the outdoor environment fully by investigating its features and observing things more closely.

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

Children are very relaxed and secure in the childminder's welcoming and family orientated home. They benefit from a close and supportive relationship with the childminder and her family. This means they settle quickly and with ease. Children also enjoy regular contact with other children each week through attending local children's groups. This helps them to learn about the feelings and needs of others as they learn to share and take turns in their play. Children move around the family home with confidence. They are able to access a basic range of resources that appropriately support their learning needs and interests. The childminder has very limited resources that raise children's awareness of the

wider world in which they live. This is also the case for resources which support children's own sense of identity, such as encouraging them in using their home language at her setting, and celebrating individual family festivals and customs.

Children receive satisfactory support and follow appropriate routines to help them keep healthy and safe. The childminder plans regular trips out so that children benefit from playing in the fresh air and using large-scale equipment to develop control and coordination of their bodies. Children learn about safe practices to help them adapt their behaviour and contribute to their own safety. For example, the childminder reminds them not to run indoors in case they bump into furniture. They practice evacuation of the premises each month so the children are aware of expectations in an emergency, and they learn how to use toys and equipment safely.

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

The childminder has a satisfactory knowledge of the learning and development, and welfare and safeguarding requirements, of the Early Years Foundation Stage. Since her last inspection, the childminder has received regular support and advice from her local authority to help her make improvements to her practice. This means she is better equipped to support children's learning, and help them make progress through the Early Years Foundation Stage through the experiences she provides. The childminder takes appropriate action to minimise or remove potential hazards in her home. A written risk assessment document supports her to record and oversee any safety issues, and monitor the ongoing safety of her home. The childminder has an appropriate knowledge of child protection issues and the correct procedures to follow should she have a concern about a child in her care. This helps her to safeguard children's well being. Self-evaluation systems are in the early stages. This has helped the childminder to identify a key area to develop, to improve the indoor and outdoor spaces children play in. However, systems are not yet well established to enable the childminder to evaluate all aspects of her practice, to help prioritise and focus on other areas for future development and continuous improvement. This means that although the childminder has made some progress in addressing recommendations raised at her previous inspection, some still need developing further.

The childminder works closely with parents to ensure that both parties share regular information about the children's care needs and routines. This regular exchange of information helps them to provide a consistent approach so that children settle in the different environments they experience. Parents report that they are very happy with the care their children receive and the progress they are making. They especially value the relationship their children have with the childminder and her family members, making children feel welcome and 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>	141051
<b>Local authority</b>	Dorset
<b>Inspection number</b>	810118
<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>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/07/2012
<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  
Store St  
Manchester  
M1 2WD

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