

Inspection date	05/06/2013
Previous inspection date	10/09/2009

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 have excellent opportunities to use their mathematical skills to solve problems and use numbers as they play.
- Children use their language extremely well to securely communicate with others and share their thoughts, needs and ideas confidently.
- The childminder is very sensitive, extremely supportive, and highly motivating and interested in the children's play. The children show exceptional levels of confidence and self-esteem.
- The childminder uses the outdoor environment exceptionally well to engage and stimulate children's natural curiosity.
- Highly efficient planning, observation and assessment systems provide sharply focused activities that target the children's individual learning needs. As a result, children make extremely good progress.

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 front 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 2000. She lives with her husband and two teenage children in Bridport, Dorset. All areas of the home are available for childminding purposes, with a living room, toy room and kitchen/diner 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 two cats 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 two children on roll in the early years age range, who attend on a part time basis. The childminder holds a NNEB qualification.

What the setting needs to do to improve further

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

- continue to extend the variety of interesting things for babies to explore and investigate using their senses, such as treasure baskets.

Inspection judgements

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

The childminder provides children with an extremely successful educational programme. This supports them in making very rapid progress in their learning, and prepares them well for the next stage of their development, for example, going to school. The childminder is highly knowledgeable about the children in her care. Therefore has an excellent understanding of their individual learning styles. Sharply focused planning, observation and assessment systems provide a precise and accurate picture of what children learn, through the purposeful and fun planned activities and opportunities the childminder offers. Children's learning journals provide a well-documented account of the progress each child makes through the Early Years Foundation Stage. Parents and other early years settings that children attend are fully involved and included. They and the childminder share key information to promote a child centred and consistent approach. A regular summary assessment successfully involves parents and other settings children attend. This enables parents and other settings to contribute what they know to provide targeted and focused key next steps. As a result, the childminder is well prepared to complete the progress check for children at age two when needed.

The childminder provides children with highly imaginative activities and opportunities, consequently, children are eager, excited and highly motivated to learn. The childminder's passionate and proactive approach and attitude means children positively embrace the

daily challenges they face with enthusiasm and determination. Children are highly confident and show a strong focus to learn, especially when problem solving. For example, when preschool age children begin to complete a floor puzzle. The childminder sits with them, and provides clear instructions to get children started and ensures they have the picture to hand and all the pieces are facing picture side up. The childminder allows children to explore and try different ways of achieving. She offers gentle encouragement and skilful questioning when children start to struggle. This helps them to think things through, focus and persevere to complete the set task. Children show a great sense of pride as they celebrate their achievement with the childminder. In another activity, pre-school age children use tools on a DIY truck to take it apart. 'Its tight' they tell the childminder as they try to unscrew the wheels with a screwdriver. The childminder then asks the children what other tool will help them, encouraging them to consider other techniques and strategies to achieve their goal.

Children competently use their mathematical skills through their daily play and routines. They are totally absorbed and focused in a group numbers game. Pre-school age children are clear on the rules and show a strong understanding of the expectations of the game. They understand the need to take turns and interact with others for the game to be successfully completed. Children throw the dice, and count how many ants they collect. They confidently identify how many they have, and who has more or less. Children add up the number of ants together on each card to find the total and correctly identify who is ahead. This shows children are clear about the use of numbers, the information they provide, different mathematical concepts and how to use them. It also demonstrates children's effective social skills as they play the game fairly.

The childminder's highly skilled interaction and consistently high levels of communication means pre-school age children are confident communicators. They clearly express themselves verbally, chattering away excitedly about what they are thinking and doing, especially as they explore and investigate. The childminder suggests they make 'bear food' to take with them on their walk this afternoon. She provides a range of different bowls, tools and ingredients. Children explore the texture and smell to help them identify each item. Providing clear instructions, the childminder asks them to put in four scoops of sugar using the largest spoon, three scoops of flour using the smallest spoon, and two scoops of oats using the ice cream scoop. This gets children to think about size, shape and measure as the childminder expertly challenges their understanding of the different sizes and tools. Children add a 'special ingredient that bears love' before stirring the honey and glitter into the mix! Resources that encourage babies and younger children to explore using their senses, such as treasure baskets, are not as widely available to allow them to thoroughly explore man-made and natural items. Pre-school age children enjoy being outdoors and investigating the natural world. They show much enthusiasm and interest in the planned bug hunt. Children help the childminder to choose the resources they will need to help them in their quest. They look under leaves and stones to find ants, spiders and woodlice. They talk about how they can get them in their pot and how big they look through the magnifying glass. The childminder expertly extends the children's understanding by talking about habitats, food sources and differences in the bugs they find. The childminder supports the children very well to use the picture cards to identify what they have found. This helps children to correctly name what they find and encourages their care and

concern for the world they live in.

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

Children are extremely confident and comfortable in the child friendly and welcoming family home. The childminder is highly supportive and sensitive to the individual children's care needs, and supports and nurtures them, which enables children to flourish. This means they have very high levels of self-esteem and an extremely strong sense of belonging. Children confidently move around the different play areas, helping themselves to different activities and resources. An extremely well stocked toy room allows children to select toys based on their own ideas and interests. The childminder's highly effective planning means that she is flexible and able to provide interesting and highly stimulating activities to enhance and extend children's learning. The childminder's caring and sensitive approach means that children show care and consideration for those around them. Through positive discussion and experiences, they learn about the differences they see in others and the benefits of a respectful and inclusive approach to life. This helps them to form strong relationships with others.

The childminder prioritises children's health and safety. Extremely robust risk assessments, a proactive attitude, and effective supervision means the childminder provides a very stimulating yet safe environment for children to explore. She ensures children receive realistic and practical messages about potential hazards, and about making healthy lifestyle choices. For example, the childminder explains clearly and reminds children of the expectations for safe play when they go on outings. This makes children aware of dangers around them so that they do not run off, stroke unknown animals, and know how to behave so that they have a good time. However, the childminder is close by at all times to encourage them to take safe risks. For example, when visiting a zoo, pre-school age children overcome their fear and hold tarantulas and stroke snakes. The childminder supports children positively around the home and garden so that they follow the house rules to keep themselves and others safe. For example, pre-school age and older children know to close stair gates to keep the younger children safe. They learn to use scissors independently and safely and to be aware of hot things around the home. The childminder works closely with parents so that children eat well-balanced and nutritious meals. This means children enjoy a wide variety of different food groups, all in moderation. The childminder positively supports children to eat 'Five a day'. She uses a magnetic fridge chart for children to identify what, and how many fruits and vegetables they eat each day. This helps and encourages them to make healthy choices. Children benefit greatly from many opportunities to be outdoors in the fresh air. They explore their local environment daily regardless of the weather as they enjoy nature walks, and being physically active in the wide open spaces. Children show strong control and coordination of their bodies as they use a range of large and small scale equipment competently. They understand the need to protect themselves when out in the sunshine and wear hats and sunglasses.

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

The childminder has an excellent knowledge and understanding of the learning and development, and welfare requirements of the Early Years Foundation Stage framework. She has a clear and focused vision of the extremely high quality service she offers, and the impact this has on the families she works with. Highly reflective and successful self-evaluation systems enable the childminder to continuously build on her strengths. She is clear on what areas to develop and how she can implement further improvements. This means children flourish under the exceptional care and learning opportunities she provides. The childminder makes extremely beneficial use of on-line resources, and her secure child care knowledge, experience and training from the wider childcare sector to research, plan and improve her practices. The childminder uses highly effective risk assessment procedures to help her monitor her home, garden and the places she visits with children. Her risk assessments are very thorough, and show the positive and prompt action taken when potential hazards arise. This helps her to effectively protect children's safety at all times. The childminder has an extremely secure understanding and knowledge of safeguarding and the correct procedures to follow should she have a child protection concern about a child in her care. She provides parents with a written policy that clearly details her legal responsibilities to protect the welfare of their children.

The childminder is highly committed and fully dedicated to the children and families in her care. She works extremely closely with parents so that they play an important part in the decisions that effect and push forward their child's learning. Parents receive an extremely informative welcome pack that details the childminder's work practices and expectations for a successful working partnership. This enables parents to make highly informed decisions about the service they use. Parents provide extremely useful information about their child's care needs, routines and learning. This means the childminder is able to tailor and adapt her routines and planning to positively include the individual needs of each child. Parents play an important role in their child's learning journey. They record learning, events, and observations from home, which the childminder then uses to inform her planning. The exceptional working practices with other early years settings that children attend means that they all contribute to the children's learning records. For example, they share observations on how the children learn in the different environments. This enables all concerned to take advantage of the uniqueness of each setting to focus on what the children enjoy and will benefit from the most. These exemplary systems and partnerships mean that children move from one environment to the next with extremely high levels of confidence and enthusiasm.

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	139294
Local authority	Dorset
Inspection number	841351
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10/09/2009
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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