

Inspection date	06/06/2013
Previous inspection date	25/09/2008

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 are happy, confident, secure, well-motivated and keen to learn.
- Children make good progress in their learning as the childminder responds well to children's play and interests.
- The childminder provides a good range of experiences, which help children to make good progress in their learning.
- Children remain safe and secure in the childminder's care as she has effective safety measures in place. She encourages good behaviour and safety awareness.

It is not yet outstanding because

- There is scope to develop children's exploration and encouragement of sensory experiences in role play activities through the provision of a range of materials and objects of various textures and weights, in order to further promote their imaginative play.

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 the children taking part in activities.
- The inspector observed the childminder's practice and talked to her throughout the inspection.
- The inspector reviewed documents presented by childminder and briefly sampled policies and records relating to the Early Years Foundation Stage.
- The inspector viewed the parts of the home that are used for childminding.

Inspector

Marie Thompson

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her partner and three school aged and pre-school aged children in Bournemouth, Dorset. The ground floor of the childminder's home is used for childminding. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range.

What the setting needs to do to improve further

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

- provide a range of materials and objects of various textures and weights to enhance role play activities for example, shells, pebbles, pasta, and vegetables to inspire exploration and encourage sensory experiences.

Inspection judgements

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

Children make good progress in their development because the childminder is caring and supportive. She uses her experience and observations to plan well for children's progress. The childminder encourages children to choose what they want to do and she joins in their play. For example, they use large building blocks in the garden to make towers. The childminder uses this activity to develop children's understanding of colours and mathematical language as they talk about the sizes and count the blocks. Children have good opportunities to develop an awareness of technology as the childminder has a good range of toys available to extend their knowledge in this area. Children enjoy investigating and have fun exploring toys, computers and tablet computers that make different sounds and actions when they press the buttons. The experiences provided help children to develop useful skills for their future learning and development.

The childminder develops children's communication, language, and literacy skills particularly well through high quality interactions, access to books, language games and role play. She constantly talks to children to expand their vocabulary and values children's thoughts, contributions and creations. This ensures children's confidence and self-esteem are promoted. Children develop listening and attention skills through listening and dancing to music. They join in with the actions, happily enjoying the physical activity. Children learn about sounds and letters through puzzles and books. They go to 'rhyme time' at the

library to encourage an interest in words and to join in with singing activities.

The childminder has a varied range of resources both inside and out, which she regularly rotates to ensure the children are continually challenged in their play and learning. For example, children have great fun playing with the tent and tunnel. They particularly like water play in the garden and are adept at pouring water into the funnel or transferring it from cups to tea pots. They fill the watering cans to water their sunflowers and the flowers in the rockery. This helps the children learn about capacity and develop their physical skills. Children especially like playing with the dolls. They set up tea parties on the picnic bench, and on a blanket on the living room floor, to use their imagination to play with the plastic food and tea set. The childminder regularly provides rice, pasta; bubbles, sand and water play for the children. At the beach they collect shells and different shaped stones which they have painted and then the children take home. Children enjoy playing in the mud with different shapes and sizes of plant pots as well as "fluffy stuff", cornflour and shaving foam on a regular basis. However, there is scope inspire exploration and encourage sensory experiences in role play activities for example, by providing a range of materials and objects of various textures and weights, for example, shells, pebbles, pasta, vegetables and fruit.

Children enjoy sliding down the slide on their tummies and sharing the rocker while they sing songs. Children experience a broad range of outings to extend their interests across all areas of learning. These include, going to the Oceanarium where they can learn about different species of fish as they walk through the glass tunnel and look in in various ponds and tanks. Children enjoy walking around the boating lake and feeding the swans and ducks while they watch the miniature railway go round. They often go to the beach to make sand castles and play on the sand using spades, buckets and watering cans. This helps children develop their physical skills and imaginations in the fresh air.

The childminder plans a flexible day so that she can make time for children's interests. For example, when children ask to paint a picture the childminder provides the materials and guidance. This approach helps children to choose the activities they would like to take part in. Every child achieves and makes good progress. The childminder completes effective observations and assessments, which include photographs of the children at their play, and records these in the children's learning journals. This helps the childminder identify children's next steps to make sure children make good progress in their learning. Parents are actively involved in their children's learning and development and contribute to the learning journals using the 'Notes from home: at home I have done something special' sheets and supporting photographs. The childminder has implemented the progress check for two-year-old children, which means the childminder and parents can work together to identify or address any concerns at an early stage.

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

Children feel safe and secure because the childminder is friendly and very attentive to their needs. They are developing the skills they will need for the future, such as sharing and taking turns, because the childminder helps them negotiate during their play.

Children's behaviour is managed in a sensitive way and the childminder makes good use of discussion to encourage the children to think through the consequences of their actions. Due to this, children's behaviour is very good and they are considerate to the needs of others.

Children develop a good awareness of a healthy lifestyle as the childminder has effective procedures to promote children's good health. She encourages parents to provide healthy lunches for their children and she stores food appropriately. The childminder helps children to develop good hygiene habits. They are familiar with the good daily routines and very young children hold up their hands to be cleaned before and after they eat. Children have access to regular drinks throughout the day. They show that they are beginning to look after themselves, for example, they know to take a break from their play for a drink when they are thirsty.

Children like to play and explore outside. They enjoy walks to play parks and to the local library. In addition, the children are encouraged to develop their social skills as they play with other children at local toddler groups and soft play centres. Children have great fun sliding down the twisting slides and crawling through tunnels at the soft play centre to develop their physical skills. Children relish visiting parks to explore a range of different apparatus to promote their health and well-being while strengthening their physical development.

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

The childminder has a good understanding of her responsibilities to meet the safeguarding and welfare requirements. She has a secure understanding of what to do if she has any child welfare concerns and has completed all relevant training, such as safeguarding and first aid. The childminder takes steps to make her home safe for children by conducting daily risk assessments. These help to ensure children are protected from hazards. The childminder closely supervises the children. She keeps them safe on outings and helps them learn about keeping themselves safe as she talks to them and practices her fire evacuation procedure with them.

The childminder maintains all the required documentation for children's good health, safety and welfare. She liaises with parents daily to ensure that she meets the children's needs. The childminder and parents have built strong relationships, which are evident from comments in the questionnaires the parents complete. Parents comment positively on the provision and write that they find the childminder extremely trustworthy, supportive and friendly. Parents receive a daily account of their children's activities. The childminder demonstrates the ability to liaise with other providers and professionals to support children's care and learning if the need arises.

Resources are very good and fit for purpose. Children have access to a variety of toys and resources within the cosy playroom. These are clearly labelled, used well and support children's play, learning and development effectively. The childminder promotes equality

of opportunity at the centre of what she does and all children are valued and respected. She is fully inclusive in her practice and demonstrates a good understanding of children's individual needs, play preferences and interests. Children learn to appreciate diversity because the childminder has resources that show diversity in society, such as dressing-up clothes, books, play figures and puzzles.

The childminder understands her role in promoting the learning and development requirements. She reviews her practice regularly and monitors her provision accurately through the use of self-evaluation. She actively seeks advice from local authority advisers to maintain her professional development and improve her practice further. Consequently, the childminder demonstrates a clear devotion and focus to providing good care and education for the children.

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	EY294986
Local authority	Bournemouth
Inspection number	847354
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	25/09/2008
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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