

Inspection date	19/06/2013
Previous inspection date	24/02/2009

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 are extremely active and independent learners, embracing the many different learning opportunities with enthusiasm. They have a very strong sense of self worth and belonging. They are very happy, motivated and interested at all times, showing high levels of confidence.
- There are excellent partnerships with parents and other early years settings that children attend, to ensure all concerned share and contribute consistently to the children's learning needs.
- The childminder and her assistants are a highly effective team. They work extremely well together to sensitively and positively meet children's care and learning needs. Their secure knowledge of each child means they are able to adapt activities and opportunities to challenge and extend children's learning. This means children make excellent progress through the Early Years Foundation Stage.
- Children benefit from the many opportunities to play outdoors, where they are physically active, engage in a wide range of interesting activities and show excellent control and coordination of their bodies.
- The childminder is totally committed to providing the highest quality experiences for the children and their parents. She has a strong drive and determination to provide an excellent service. She targets key areas to develop so they have the biggest impact on the service she provides.

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 three 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 verbal and written feedback from parents.

Inspector

Janet Armstrong

Full Report

Information about the setting

The childminder registered in 1983. She lives with her husband in the rural village of Cheselbourne, Dorset. Busy B's Childminding uses all areas of the home with a living room, playroom, sunroom, kitchen and downstairs bathroom used as the main accommodation. Rest facilities are available upstairs. There is an enclosed back garden available for outside play. The family has three dogs. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works alongside two assistants when required. There are currently 22 children on roll, 15 of whom are in the early years age range, all children attend on a part time basis. The childminder also cares for children over the age of eight. The childminder is accredited to receive the government funding for early education.

What the setting needs to do to improve further

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

- extend the opportunities for children to recognise and use numbers and print when outdoors.

Inspection judgements

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

The childminder and her assistants work extremely effectively together as a team. They share ideas and suggestions at monthly meetings to plan a highly stimulating and targeted educational programme that supports each child. This means the staff team have a thorough and in depth knowledge of each child's individual personality and learning needs. The highly motivated and knowledgeable team effectively adapt and target the level of support they provide so that each child receives just the right level of challenge. This means children make excellent progress in their learning through the Early Years Foundation Stage and are ready and eager to take the next steps in their development. The thorough and highly effective planning, observation and assessment systems provide clear evidence of children's developmental progress and next steps. There are very positive systems that involve parents and other early years settings that children attend in the planning and assessment process. Parents share detailed information about their child's learning needs. They record and contribute to the planning process, sharing their own ideas for activities based on learning from home. They contribute to termly reviews of their children's learning to promote a strong working partnership and consistency. This means that detailed and accurate information effectively targets each child's individual learning needs. The childminder works closely with parents to complete the progress

check for children at age two-years.

Children are extremely active and independent learners. They have very high levels of confidence and enthusiastically and independently initiate their own activities. They are very secure in the comfortable family home that provides highly stimulating and resourceful play areas, both indoors and outside. The free-flow access to outdoors positively encourages children to play with what they want and decide where they want to play. This enables them to explore familiar activities and toys in the different environments.

The childminder and her assistants provide highly effective support and encouragement to children. They skilfully promote children's personal, social and emotional development, their communication and language and mathematical skills. They use open-ended questions and discussion to challenge and extend children in their activities. Preschool age children make a bracelet with beads and thread. An assistant sits with them, positively promoting conversation and communication, encouraging children to listen and share their own thoughts and ideas. They talk about recent holidays and share how to say hello and goodbye in Italian. The staff team are able to effectively and seamlessly adapt all activities so they are inclusive and accommodate all children's needs. For example, younger children are also able to thread using larger reels, beads and string with a wooden guide. This means all children can sit together, share, encourage and celebrate each other's achievements. An assistant skilfully introduces preschool age children to different mathematical concepts. She shows them how to make patterns using the different coloured beads, explaining clearly how to form them. The assistant encourages the children to measure their bracelets to ensure they will fit, and discusses ways of how to shorten them or make the thread longer for tying. Children confidently count how many beads they use, which shows their understanding of number use. Although opportunities for children to recognise and use numbers and written words in their play indoors are plentiful, they are not as strongly encouraged when children play outdoors.

Children thoroughly enjoy and benefit from long periods of time playing outdoors. They use chalks, pens and paintbrushes to make marks on paper, boards and the patio. The childminder has cut shapes into the lawn and encourages children to find them. Preschool age children correctly identify a square, triangle, rectangle and circle. This helps children to learn to look for shapes in their environment. Young children show a strong sense of curiosity and exploration. They independently play and experiment with sand and water under the watchful eye of the childminder and her assistants. The childminder and her assistants support and facilitate children's learning very well. Young children pour water from different size containers, where they are encouraged to explore what happens when a sieve is used. They use an excellent range of tools to pour, mix, stir, scrape and mould the wet and dry sand with the water. They make marks in the wet sand, exploring what happens, rubbing it out and starting again. The young children pour the water onto the paving slabs and watch what happens with interest. They jump and splash in the puddles, and look at the footprints they leave behind. The staff team confidently allow children to continue with their exploration and experimentation with the water and sand, until the children are happy with the end result.

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

Children are extremely happy, motivated and eager to learn. They demonstrate a keen interest in the wide range of experiences and learning opportunities. They all show a strong sense of belonging and high levels of confidence under the very supportive and sensitive care and attention from the childminder and her assistants. Staff and children warmly welcome each other, which mean children settle quickly with enthusiasm and interest. Staff are highly positive role models. They interact and communicate with each other politely, positively and with respect. The very strong bond between the childminder, her assistants and the children means that children build strong friendships with others. They show sensitivity and kindness towards each other and are able to share and take turns in their play. The highly supportive and stimulating learning environment encourages children to make free and independent choices in their play. Clearly labelled toys and resources, using photographs and print further promote children's free choices. Flexible and highly successfully planning means that each child's individual care and learning needs are comfortably and sensitively accommodated. Babies snuggle in for cuddles with familiar staff when having their bottle and when they are tired. They giggle and babble happily as other children, and the childminder and her assistants stimulate their senses and engage their curiosity.

Children have an excellent introduction to leading healthy lifestyles and keeping themselves and others safe. When playing with small beads, preschool age children recognise the need to keep them on the table away from the younger children. Young children manoeuvre between indoors and outside, recognising the need to hold on and take care over the step. All children help to tidy up to keep the floor clear to minimise tripping hazards. When outside, young children learn to hold on tight with both hands when using the climbing apparatus. They take their time, stop frequently, and show a strong sense of pride at their achievement. When on outings, the childminder and her assistants remind children of the expectations for safe enjoyment of the different places they visit. This helps children to adapt and adjust their behaviour to keep themselves and others safe. Children greatly benefit from playing outdoors and being physically active. They fully embrace the wide open spaces to run about in as they play 'chase'. Preschool age children run at speed, manoeuvring around obstacles safely. Children learn new skills with balls, ride on toys and join in 'exercise' classes with assistants as they attempt to balance, hop, and star jump 10 times each. The extensive range of physical activities and opportunities mean that children have very good control and coordination of their bodies. They use small tools and handle equipment effectively to achieve their goal. Children learn about the effect on their bodies of drinking lots of water and eating healthy foods, especially in the hot weather. They put on sun hats before they go outside to play, showing their awareness of the potential dangers of direct sun.

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

The childminder has an excellent understanding of her responsibilities in meeting the learning and development and welfare requirements of the Statutory Framework for the

Early Years Foundation Stage. She and her team of assistants are totally committed to providing the highest quality experiences for children and their parents. Together they achieve this through monthly staff meetings where they share their ideas, thoughts, concerns and vision for the future. They successfully contribute towards the children's individual learning needs, and the ongoing plans for continuous development of the provision. This means that self-evaluation is very effective and closely targeted to make precise and accurate evaluations of what they do well and areas they can develop and improve on. The highly reflective systems include the children's ideas, as well as feedback from parents to ensure the service the childminder offers is versatile and dedicated to offering exceptional experiences. The childminder has a very positive and open attitude and approach to change. This enables her to work closely with other early years professionals to build on her existing knowledge.

The childminder and her assistants give top priority to safeguarding and keeping children safe. The childminder has a thorough knowledge, and provides well documented procedures to follow should they have a child protection concern about a child in their care. Highly effective risk assessment systems and monitoring of each other's and children's whereabouts enables the childminder and her assistants to provide very high levels of positive supervision. This encourages children to explore freely under the watchful eye of the childminder and her assistants. This means that children learn in a fully inclusive, enabling and challenging environment.

There are highly beneficial partnerships in place between the childminder and her assistants, parents, and other early years settings that children attend. The childminder shares detailed information with parents that means they are clear on the practices and procedures staff follow when caring for their children. In return, the childminder gathers valuable information about the children's care and learning needs, individual routines and family traditions that enable staff to successfully include and accommodate all needs. The childminder initiates home visits to help her understand the uniqueness of each family and how she can support each child when they are in her care. There are excellent links with other early years settings children attend. The childminder invites other professionals involved in the children's lives to observe them in her setting. She also visits them. This enables all parties to gain an insight into how children respond in the familiar, yet different environments, to further promote and enable children to manage these experiences with confidence. Parents report they feel extremely lucky and greatly appreciate the valuable advice and support from the childminder. They feel totally included in all aspects of, and decisions about their child's learning and development.

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	139239
Local authority	Dorset
Inspection number	841346
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	22
Name of provider	
Date of previous inspection	24/02/2009
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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