

Inspection date	21/06/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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 thrive in the exciting and challenging environment the childminder provides.
- The childminder has a thorough understanding of how children learn. She uses her knowledge well to help children make good progress in their learning and development.
- The childminder places a strong emphasis on promoting children's independence and helping them become confident and motivated learners.
- Children are happy and have fun. They benefit from positive relationships developed as this helps them feel safe and secure.

It is not yet outstanding because

- There are not many words, letters or numbers visible that are readily available for children to use in their play.
- The childminder does not fully involve parents in children's learning.

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 indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled children's records, policies and procedures and regulatory documentation.
- The inspector read letters from parents.

Inspector

Marilyn Joy

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two school age children in a house in Bournemouth, Dorset. Downstairs is mainly used for childminder. Sleeping and toilet facilities are located upstairs. There is an enclosed garden for outside play. The family have chickens in the garden. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for six children in the early years age range. This includes children who attend school.

What the setting needs to do to improve further

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

- create an environment where children have plenty of opportunities to become familiar with words, letters and numbers and use them in their play

- enhance arrangements for involving parents in identifying children's starting points for learning when they first attend and supporting their progression.

Inspection judgements

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

Children play and learn in a welcoming home environment where they enjoy a broad range of activities and experiences. They play cooperatively with one another and learn to respect the needs of others. For example, that younger children need help and patience to learn about taking turns and sharing. Children enjoy playing in the garden and the childminder frequently takes activities outdoors. For example, they experiment with different craft materials and techniques. They mix corn flour and water so they can explore the changing texture and see what happens next when they add food colouring. Children proudly hold up their red hands when covered in the mixture. The childminder calmly explains to younger children they should not put their hands in the mouths while allowing them to continue expressing themselves freely. Children learn about living things and how to look after them when feeding the chickens and watering the plants. They enjoy pretend play in the little house. They go in and shut the door, chattering to themselves as they do so. The childminder is careful to allow them space to play on their own while watching them through the window to ensure they remain safe.

Children's imaginative play is successfully promoted by the childminder. She follows their

interests and children like her to join in. Children create their own props to support their play. They find objects to use as pretend food and create some 'dinner' to share with the childminder. She reminds them they need to wash their hands first so children find a torch and use it as a pretend soap dispenser. The childminder effectively uses opportunities to talk about why they must wash. This helps them to understand the importance of caring for themselves. The childminder effectively encourages children conversations through their play, using a combination of open and closed question to expand on their ideas. Toddlers play alongside, putting objects in and out of the pretend microwave and pressing buttons to turn it on. The childminder promotes children's communication and mathematical skills well through relaxed conversations as they play. She encourages children to think for themselves and solve simple problems.

Children confidently make choices about what they want to do. Writing materials are available inside and outside. There is a small table and chairs set up in the hall with a variety of different resources so that children can practice their early writing skills whenever they want to. Children like sitting here and choosing the paper and pencils they want to use. There are plenty of books to choose from. However, there are not many other opportunities for children to become familiar with words, letters and numbers and use them in their play. For example, the childminder uses a picture to label the pegs she uses for children's hand towels. Consequently, children are not routinely becoming familiar with their written name. The childminder enthusiastically reads stories to children. This encourages their enjoyment of books and inspires them to choose books for themselves. Likewise, all ages like singing and joining in with rhymes. Older children are confident with the actions and try to sing 'head, shoulders, knees and toes' as fast as they can. Younger children are beginning to join in and point to parts of their body.

The childminder knows children well and effectively plans a good range of learning experiences that she knows they will enjoy. The childminder regularly observes children. She uses a clear assessment system for monitoring children's progress and identifying areas for development. However, she has not fully developed her arrangements for involving parents in this process so they can fully support children's learning at home. The childminder has a good understanding of how to complete the progress check for children aged between two and three years. She asks parents when children have checks planned with their health visitor so she can complete the progress check at the same time. Children make good progress in their learning and they are well prepared for school.

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

Children flourish in the caring and secure home environment the childminder provides. They develop positive relationships with the childminder and one another. They learn to share and take turns in using the toys. The childminder uses effective methods to help children understand what is expected and behave well. She explains why children should take turns and be kind to each other. Children benefit from the positive role model the childminder presents and the frequent praise they receive. This boosts their confidence and makes them feel good.

Children are interested and motivated learners. They benefit from challenging and stimulating activities and resources that engage their interest. Children choose what they want to do and select their own resources. There are plenty of books to choose from and several are in different languages. The childminder is also bi-lingual and, alongside a variety of other positive images in her resources, children learn about difference. Children spend a lot of time in the garden which helps to promote a healthy lifestyle. The childminder has completed some outdoor learning training and is keen to offer activities in the garden. She has a covered area where there are writing and craft materials. There is also a playhouse and challenging climbing and balancing equipment where children develop their physical skills. The garden is uneven because of different surfaces, such as, bricks, grass, bark chippings and paving. Children quickly learn how to manage them safely and independently because the childminder provides them with effective guidance. Children also learn other important safety messages, such as, being careful of traffic when going for walks and what to do in the event of a fire.

Children develop their understanding of healthy living because the childminder promotes good hygiene practices and healthy foods. Children know they need to wash their hands before meals and after using the toilet. There is a step stool so the children can reach to do this independently. They have individual towels for drying their hands and know which one is theirs. They each have their own picture to remind them. Children become independent in managing tasks for themselves. They learn to dress themselves and put their own shoes and boots on before going into the garden. Children become confident and competent individuals who are ready for the next stage in their learning.

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

The childminder is well organised. She has a clear understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. She has a secure knowledge and understanding of child protection issues and knows what to do if she has concerns about a child in her care. She conducts effective risk assessments of her home and for outings. This helps her identify potential hazards and take appropriate action to minimise these. For example, she uses safety gates to prevent children falling down the stairs and secures her home to prevent children leaving unaccompanied. The childminder's garden has uneven surfaces for children to negotiate and challenging play equipment. The childminder is mindful of this and provides children with good support to manage this safely. The childminder implements clear policies and procedures that promote children's welfare and protects them from harm. All the required documentation is in place and provides the childminder with the information she needs to meet children's individual health and welfare needs.

The childminder has high expectations for herself and the children. She is extremely keen to achieve high standards and continuously improve. She is currently undertaking an early years degree to extend her expertise. The childminder regularly reflects on her practice. She is newly registered but already has clear plans to develop her practice and play areas indoors and outdoors. In particular, she wants to expand on 'forest school' style learning

in the garden. The childminder effectively monitors her provision and children's learning. This helps children make good progress while enjoying exciting and challenging experiences.

The childminder works in partnership with parents. She provides them with a range of information about her practice and the care children receive. The childminder discusses children's interests and their abilities in some areas when they first attend. However, she has not yet fully established arrangements for involving parents in identifying children's starting points for learning and planning their next steps. The childminder regularly shares information verbally with parents about children's experience and the progress they are making. Parents comment on how much their children like spending time with the childminder. They refer to the effectiveness of settling-in arrangements and the childminder's flexibility in adapting them to their individual needs. The childminder is fully aware of the importance of working in partnership with other agencies and settings children attend. She liaises with nursery staff and shares information so they can work together to achieve continuity for 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
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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	EY453815
Local authority	Bournemouth
Inspection number	899314
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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