

<b>Inspection date</b>	24/06/2013
Previous inspection date	05/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 very confident, with high self-esteem. They have a strong bond with the childminder, who is very calm, gentle and supportive of the children in her care. This helps children to feel relaxed and welcomed.
- The childminder gives children positive encouragement to voice their thoughts, needs and ideas clearly. Consequently, they are confident communicators.
- Children are learning about mathematical concepts through the positive language and support they receive from the childminder in their play.
- Children enjoy books, using the pictures to retell familiar and favourite stories. They relate stories to their own experiences.
- The childminder gives children have a positive introduction to the local and wider community, helping them to recognise the differing needs of others.

#### **It is not yet outstanding because**

- Although children can access the wide range of resources, they do not always confidently do so, to initiate their own play ideas.
- The childminder does not provide regular opportunities for children to learn about and use modern technology.

## 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 downstairs area.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's self-evaluation, 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 1993. She lives with two other adult family members in Lyme Regis, Dorset. All areas of the home are available for childminding purposes, with a living room, dining room, kitchen and downstairs bathroom used as the main accommodation. Rest facilities are also available on the ground floor. There is a back garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll, six of who are in the early years age range and all attend on a part time basis.

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

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

- extend opportunities for children to be able to initiate their own play ideas
  
- provide more opportunities for children to find out about and learn how to use appropriate information communication technology, such as computers and programmable toys to support their learning.

## Inspection judgements

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

The childminder has a secure understanding of each child's individual learning needs. She uses this knowledge well to provide stimulating activities that suitably challenge and extend them. This means children engage in activities that interest them and allow them to achieve and make progress. They gain a sense of pride in what they do, and the develop confidence to take on new challenges. Assessment systems effectively monitor and support children's learning well. They clearly record the activities children engage in, linking them to the areas of learning within the Early Years Foundation Stage. The childminder uses this information to identify next steps and activities to progress children onto the next stage. Parents work together with the childminder to discuss what they know and what their children learn at home. The childminder is currently updating her systems to build on this further, so parents play an increased role in contributing to the assessment systems. The childminder is aware of the need to work with parents to complete the progress check at age two-years. These effective systems to support children's learning mean they make good progress through the Early Years Foundation

Stage and are ready for the next stage of their development.

The childminder interacts positively with children, providing them with lots of ideas and activities for play. The children confidently confirm those that interest them. This helps children to experience a wide range of learning opportunities; however, it means that at times, they do not confidently initiate their own play ideas.

Children are confident communicators and learn about different mathematical concepts in their play. The childminder is skilful at extending children's vocabulary through the discussions she initiates and the questions she asks. This means children think things through, show good listening skills and positively contribute to conversations, sharing their own thoughts and relevant experiences. For example, children enjoy books and study the pages carefully, using pictures to retell familiar stories and share their thoughts. They recognise how to use books appropriately and that books provide information. Preschool age children use positional language and other mathematical concepts to identify things that are soft, noisy, rectangular, and the same. The childminder builds on this through other activities, teaching children about colours that are lighter and darker, and how puzzle pieces fit together. Throughout their play, children count confidently up to 10 and develop problem-solving skills to help them complete the puzzles. However, there are fewer opportunities for children to use information technology, such as computers and programmable toys to develop this area of their learning.

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

The childminder has a gentle, calm and caring disposition, which children respond to positively. The children have a strong bond with the childminder and rely on her to provide them with reassurance, and a sense security and belonging. The children are very comfortable and relaxed in the welcoming family orientated home. There is a wide range of resources for them to choose from that are easily accessible. Preschool age children have a positive introduction to the local and wider community they live in, raising their awareness of difference and diversity. They receive positive and consistent messages from the childminder to share, take turns and consider the needs of others. They develop a positive sense of the local community. They help to recycle household waste, and interact with other children and older members of the childminder's family. Through access to resources and discussion that raise their awareness of difference and diversity, children learn to adapt their behaviour accordingly, and show acceptance and respect for the differing needs of others.

Children receive positive support and encouragement to lead safe and healthy lifestyles. The childminder provides children with clear messages and expectations throughout their day. This helps them to develop a strong awareness and understanding of daily realistic risks when playing. For example, children learn to be aware of hot items within the home, they follow respectful house rules that help them look after other people's property and they learn how to be safe near the road when walking. Children enjoy regular opportunities to be outdoors and physically active in the fresh air. They enjoy local walks and use large- scale equipment to help develop control and coordination of their bodies.

The childminder works alongside parents so that children receive positive and consistent messages about eating healthy and nutritious food.

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

The childminder has a good understanding and awareness of the learning and development, and welfare requirements of the Early Years Foundation Stage framework. She uses effective self-evaluation that enables her to identify key areas for her own continuous development accurately. The childminder links with other registered providers and uses the internet to help her develop her practice. These effective systems mean she is able to make improvements that benefit the children and the educational programme to support children's learning and welfare positively. The childminder provides a safe environment for children to play in under her watchful eye. She uses risk assessments well to help her monitor her home, garden and any outings to make sure all areas are safe. The childminder has a secure understanding of her responsibility to safeguard children. She is clear on the correct child protection procedures to follow should she have a concern about a child in her care.

The childminder works well with parents and other early years providers and professionals involved in the children's lives. She communicates clearly, so that all concerned are aware of any issues, concerns and achievements. This enables each party to provide the appropriate level of support in a consistent and supportive manner. Parents report that they are very happy with the care and learning support their children receive. They value the effective communication that helps them to be involved in their child's development. Their children make good progress in their learning, especially in their communication skills and socialising with others. These effective systems help children to adapt to the different environments they experience with ease and confidence.

### **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>	139245
<b>Local authority</b>	Dorset
<b>Inspection number</b>	910114
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/05/2009
<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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