

Inspection date	04/07/2013
Previous inspection date	24/09/2008

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 all highly valued as individuals. They see a very positive reflection of themselves within the childminder's home to promote their identity and self-esteem.
- Children benefit from an exceptionally vibrant and evolving environment in which they explore freely and with great motivation.
- Children benefit from extensive outdoor play activities, which allow more active children to thrive.
- The childminder is extremely responsive to children's emerging interests and ideas and provides experiences to bring their learning to life.
- The childminder and her assistants are all highly driven to maintain continuous improvements to benefit all the children in their care.

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 and the quality of the childminder's interaction.
 - The inspector observed the management of children's care routines.
 - The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her
- knowledge of the Statutory Framework for the Early Years Foundation Stage requirements.

Inspector

Bridget Copson

Full Report

Information about the setting

The childminder registered in 1995. She lives with her husband and their children in Three Legged Cross, near Wimborne, Dorset. Children are cared for in a separate bungalow in the garden, with a playroom, kitchenette and toilet facilities. Children also have use of the sitting room, dining room and toilet on the ground floor of the main house. There is an enclosed rear garden available for outdoor play. The family keeps two pet dogs and a rabbit, which the children have supervised access to.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has 12 children on roll in the early years age group. The childminder employs three assistants, two of whom she works with regularly and one is employed as a relief assistant.

What the setting needs to do to improve further

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

- find ways to develop more successful links with the schools some children also attend to promote children's well-being and development further.

Inspection judgements

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

The childminder implements highly successful systems to monitor and promote children's learning and development. She and her assistants accurately monitor children's progress from the start and keep daily records of their achievements, emerging interests and significant moments. Observations are precise and accurately linked to all areas of learning. The childminder uses this information to plan each child's learning individually, and a broad range of exciting activities linked to their interests. As a result, children are thriving and fulfilling their potential in all areas of their development. The childminder actively involves parents in their child's development. She obtains details of what children can do on starting, provides progress reports each term and values the contributions parents make to their child's assessment files. This further enhances children's learning and development.

The childminder and assistants interact with the children with energy and great enthusiasm. They know the children very well and have high expectations of children's achievements, challenging them to make them think and solve problems. The childminder responds skilfully to children's interests and fascinations to spontaneously bring their ideas

to life. For example, she provides real fruit and vegetables, as well as toy foods, for children to use in role play. Consequently, children are inquisitive and highly motivated learners who engage extremely well in their play.

Children are developing excellent self-confidence. They join in activities with great excitement and lead their own play and exploration freely between the indoors and outdoors. Children behave extremely well and are successfully learning to share, take turns and wait patiently. Older children take a very active role in resolving issues and correcting younger children. For example, they tell younger ones 'You know it's not your turn, you must wait' and 'That's not what you do with it'. Children express themselves very well and share their views and ideas, unrushed, in lots of discussions. All these experiences help to promote children's future learning skills exceptionally well.

The childminder monitors and promotes children's communication and language skills very closely and works extremely effectively with external professionals to help every child make excellent progress. For example, children all greatly enjoy interactive stories in which they move their tongues in different ways to develop their mouth muscles and speech. They also join in favourite stories with great excitement, using props, dressing up as characters and contributing elements of the story.

Children are making excellent progress in their physical development. They thrive in the particularly well-resourced outdoor play area in which they climb, slide, use wheeled toys, dig, run freely and play games. Children also attend dancing sessions, soft play centres and join in music and movement with great excitement, wiggling, jumping and moving their bodies in different ways. Children make excellent use of the garden to explore the natural world. For example, they find and study bugs, feed the pet rabbit and grow lots of plants and vegetables. They explore lots of different media and materials using their senses and imaginations. For example, children dig in a tray of mud and find china cups to make pies and castles. They run off to find green and brown leaves, grass and sticks, which they mix in. Then they carry cups and cans of water to add to the mixture. They compare this 'mud soup' to the chocolate brownie mixture they made earlier. Children's imaginations are nurtured very sensitively by the childminder. She encourages children to move toys around freely. For example, children take great care to wash, dress and feed the dolls, which they then take for a walk around the garden in a buggy.

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

Children are very happy and settled and are forming exceedingly close and trusting relationships with the childminder and assistants. This is because of the highly successful key person system and excellent partnerships established with parents from the start. Parents complete an 'all about me' form detailing all aspects of their child's needs and routine. Children benefit from many settling-in visits to get to know the childminder, assistants and the other children. This supports children very well to move easily from their home to the childminder's care.

Children enjoy a vibrant and exciting environment, which the childminder continually

updates to reflect their evolving interests. Children choose freely and confidently move around the premises to extend their own play. This keeps children highly motivated and interested. The childminder maintains a very clean and safe environment. She works with great efficiency, with her assistants, to closely support and supervise every child. The childminder follows a consistent daily routine alongside each child's own care routine. Children respond with great excitement and familiarity when they hear the music and shakers, which alert them to the changes in activity throughout the day. This supports children further in feeling very safe and secure.

Children are developing very positive attitudes. This is due to the childminder and assistants' calm and consistent messages, very close support and acting as exemplary role models. The childminder provides children with continuous encouragement and praise to acknowledge and celebrate their achievements. As a result, children display high levels of self-esteem and take enormous pride in their successes. Children develop an excellent sense of identity. The childminder ensures she is very well-informed about each child's lifestyle and beliefs. Consequently, children all learn about one another's lives and see a positive reflection of themselves throughout the play room.

The childminder promotes children's healthy lifestyles to a high standard. Children enjoy very healthy meals and bring in fresh fruit each day to contribute to snack times. They are developing an excellent awareness of the importance of looking after their bodies. For example, children brush their teeth after meals. Children learn about keeping safe through exciting events and valuable, practical day to day activities. For example, police officers visit so that children can explore their car, listen to the siren and learn about what they do to protect us. All children benefit from a sleep or rest time after lunch. Younger children snuggle down into their beds and sleep well, while older children enjoy a calm and tranquil play time. This ensures all children start the afternoon relaxed and re-charged.

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

The childminder has an in-depth knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a very secure knowledge of the correct procedures to follow if she, or her assistants, has a concern about the welfare of a child. The childminder implements up-to-date policies and procedures, risk assessments and daily checklists to maintain high standards of health and safety. In addition, the childminder implements highly successful supervision sessions to monitor the impact of her assistants' practice on children's care and development.

The childminder and her assistants demonstrate a very clear commitment and drive for excellence. They continually evaluate and reflect on their practice to identify and prioritise improvements to children's care and learning. For example, the childminder has bought the field next to the garden and is completing a forest schools training qualification to provide high quality forest school activities. She has identified this as an excellent activity to help children face challenges, build self-confidence, work together efficiently and to

learn about safety and a respect for the environment. In addition, the childminder and assistants attend many courses and work very closely with the local authority to ensure they are continually updating their knowledge and skills to meet children's needs to a high standard.

The childminder establishes excellent partnerships with parents. She provides parents with a wealth of information regarding all aspects of the provision. Parents are kept closely involved from the start through daily communication, displays and newsletters. The childminder keeps parents closely informed every day with their child's daily journal. Parents also use this to inform the childminder of their child's well-being and changes to their care routine. Parents actively share their views. They state their children 'thoroughly enjoy coming', they are 'very pleased with (child's) progress' and children continue 'to thrive'. Some children also attend the local primary school. However, despite making an initial approach, the childminder has not succeeded in forming close links with the school reception class teacher to further improve children's successful move between the settings and to inform children's activities during the holiday periods.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	144249
Local authority	Dorset
Inspection number	846624
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	12
Name of provider	
Date of previous inspection	24/09/2008
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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