

Inspection date

08/07/2013

Previous inspection date

24/06/2009

The quality and standards of the early years provision

This inspection: 1

Previous inspection: 1

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 very active and independent learners. The extremely inspiring and child friendly environment positively encourages children to follow their own ideas both indoors and outside. Children show very high levels of engagement and motivation in their own play ideas. They independently select from the extensive range of resources to build on what they know and learn new skills.
- Children are very confident communicators. They use their language well to share their thoughts, needs and ideas. They make a positive contribution to conversations through their developing listening skills and increasing vocabulary.
- The childminder and her assistants are very supportive and highly skilled in their interaction with children. They engage and extend the children's learning enthusiastically through stimulating, fun, play based activities, as well as structured and regular routines.
- The childminder and her assistants promote children's use of numbers, shape, size and measure extremely well through excellent open-ended questioning and activities. This enables children to use their mathematical skills to solve every day problems through number use and simple calculation.
- There are highly effective systems to support children in the different environments they experience, especially those that move on to school.

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 two 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 written feedback from parents.

Inspector

Janet Armstrong

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband in Weymouth, Dorset. Most areas of the home are available for childminding purposes, with a living room, conservatory/playroom, kitchen/diner and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available on the first floor. There is an enclosed 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. Overnight care is available for up to three children under the age of eight years. The childminder works alongside two assistants when required. There are currently six children on roll, five of whom are in the early years age range and all attend on a part time basis. The childminder is accredited to receive the government funding for early education, including two-year-olds. The childminder holds the Early Years Professional Status.

What the setting needs to do to improve further

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

- extend and encourage role play opportunities for children when outdoors to act out new and familiar roles.

Inspection judgements

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

The childminder and her assistants have an exceedingly secure knowledge and understanding of each child in their care. This comes from the very well documented procedures and partnerships with parents. These highly effective systems provide them with in depth information about each child's individual routines, and their care and learning needs. Thorough assessment systems record where each child is at in their development. Accurate observations, use of photographs and summary assessments provide a detailed account of what children can do, how well they can do it and what they need next to promote ongoing and continuous progress through the Early Years Foundation Stage. The childminder uses an online assessment system to track children's progress and provides mini daily reports, which parents are able to access at any time. Termly meetings allow them to formally view and discuss their child's progress and next steps with the childminder. This includes completing the progress check for children at age two-years with the childminder. These highly efficient systems enable parents to share what they know and contribute towards their child's learning by sharing what their children learn at home. Highly stimulating routines and planned adult led and child initiated activities and opportunities mean that children experience an extremely high

quality educational programme that helps them to make rapid progress in their learning. This means they are well prepared and ready for the next stage of their development as they move onto school.

The childminder and her assistants are highly skilled in their interaction with children. They effortlessly engage and motivate children through extremely stimulating and fun activities. This encourages children to think things through, solve problems and be active learners. The childminder and her assistants' enthusiasm and skilled open-ended questioning means that children have a positive attitude to their learning, and are highly confident in their communication with others. For example, when playing with bubbles, the children talk about the different colours they see, and compare the sizes of the bubbles they blow. A pre-school age child loses the wand to their bubble blower. The childminder asks them questions that lead them to look in the bubble container. She asks highly skilled open ended questions about how they can get it out. The child suggests they tip it, but the bubble mixture pours out. The childminder asks 'if you tip it, how can we save the bubbles?' this leads the child to explore several options, before finding a jug. The childminder provides highly positive encouragement to the child to keep trying until eventually the wand is successfully recovered and rejoined. This expert support and encouragement teaches children to persevere and develop problem solving strategies.

Children are highly confident communicators in all that they do. They talk in small groups, sharing recent and planned events from home. They let others know what they are thinking and need verbally, clearly explaining their ideas. Their developing listening skills support them well in positively contributing towards conversations. For example, during circle time, children take it in turns to 'take the register,' they introduce themselves to others, talk about family members and events, and their thought processes as they make flower arrangements. Children talk about the different size flowers, colours and smells and explain why the tall ones need to go at the back. During favourite and familiar rhymes and songs, and preparing for snack time, children learn to use simple calculation to help them add numbers together and find the right amount.

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

Children are extremely happy, settled and confident. They have very secure attachments with the childminder and her assistants, which enables them to initiate and explore, developing a strong sense of interest and positive attitude to all that they undertake. The childminder and her assistants are extremely caring, enthusiastic and highly motivated, showing a keen interest in the children's welfare and learning experiences. This extremely positive approach means that children become independent from a young age, eager to have a go. For example, children help to prepare for meal times and help themselves at snack time. They use different size tongs to pick up pieces of fruit and pour their own drinks. Children understand the need to be careful when using the china plates so they do not break. A young child accidentally spills their drink when pouring, 'uh oh, a spillage in the village' they tell the childminder. Children dress themselves ready for outdoor and messy play, requesting help only when needed. When taking the register, children confidently call out the names of children and adults and make a mark to show who is present. Children

independently access the extensive and well presented range of resources and toys. The extremely inspiring and child friendly environment motivates children to initiate their own play ideas, especially when outdoors, where they can play explore and experiment with familiar toys in different environments. Children do not always have opportunities to use role play when outdoors to act out new and familiar roles.

The childminder and her assistants are extremely positive role models. This means children are polite and well mannered, saying 'please, thank you and excuse me'. As they play, children are considerate of the needs of those around them. They take turns to push each other on the ride on toys and manoeuvre themselves around obstacles to avoid accidents and injury to others. The constant boundaries and gentle reminders the childminder and her assistants provide help all children to learn what is expected and why. This helps children to form positive friendships and relationships with others. Children have an excellent introduction to the wider world in which they live. The childminder and her assistants provide well planned activities and projects that raise children's awareness of the differences in each other. This helps children to learn about and accept the uniqueness of themselves and the people they meet.

Children receive excellent support to lead healthy lifestyles and keep safe as they play. The childminder provides well balanced and nutritious meals that support children's development and energy levels. They are physically active throughout the day, using a range of different equipment and resources to learn and develop new skills as they gain control and coordination of their bodies. Pre-school age children use the pedals on ride on toys to propel themselves forwards and backwards. Children show a keen sense of realistic potential hazards and dangers. They explain to the childminder when asked, what they need to do to be safe outdoors in the sunshine. Children know to wear their hat, use sun cream and drink lots of water 'or else you will get a headache, feel sick and get thirsty'.

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

The childminder has an excellent knowledge and understanding of the learning and development, and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder has a thorough and in depth understanding of her responsibilities to safeguard children. She is clear on the correct procedures to follow should she have a child protection concern about a child in her care. Detailed and highly supportive risk assessment systems enable the childminder and her assistants to closely monitor potential hazards both in the home, garden and on outings to ensure children remain safe at all times under their close supervision. The childminder is extremely committed to providing exceptional care and learning experiences for the children she minds. Very thorough and highly accurate self-evaluation systems enable the childminder to closely monitor her effectiveness and the impact of what she offers. Highly effective monitoring systems enable her to successfully support, include and inspire her assistants to ensure they are very productive and make a beneficial and significant contribution to the exceptional standards offered. The childminder works very closely with her local authority to contribute to new initiatives and attend training to update and increase her

effectiveness. The childminder is self-motivated with a focused and strong drive to continuously reflect on her practice and make the most effective improvements to benefit the children and their families. For example, the childminder provides parents with detailed information about how their children learn and the impact of what they do has on their children. She encourages fathers to play an active role in their children's learning, with clear information about how and what they can do.

There are highly effective and thorough systems in place to work with parents, other settings children attend, and professionals involved in the children's lives. Parents provide the childminder with detailed information about what they know about their children. Each term, parents receive a 'home activity pack' to help them support their children's learning at home in line with the different planned projects. This means they are able to provide targeted support to support their children's individual key next steps, for example, through ideas such as memory games, scissor skills, and a 'listening walk in Weymouth'. Parents report that their children are excited about attending the childminder's setting where they are 'stretched educationally', and 'emotionally nurtured'. Parents value the assessment systems that keep them up to date and feel they make a positive contribution to their children's development through the childminder's encouragement. Parents find the reports easy to read with clear explanations about what and how their children learn. The childminder provides well documented and precise assessment reports for those children that move up to school. This accurately details children's learning and attainment in each aspect within each area of learning of the Early Years Foundation Stage. The childminder's use of 'emerging, expected, and exceeding' descriptors means that parents and teachers are clear about where children are at, and what is needed next to support them through the transition from the childminder's to school. This means children's needs are quickly identified which helps them to feel settled and confident in the different environments they experience.

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	EY368721
Local authority	Dorset
Inspection number	827853
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	6
Name of provider	
Date of previous inspection	24/06/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

