

## Inspection date

Previous inspection date

18/07/2013

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 are very happy, secure and have developed positive relationships with the childminder. They are curious and motivated to learn because the childminder provides a wide variety of activities and resources, which captures their interest.
- Relationships with parents are strong. High priority is given to ensuring relevant information is shared regularly, which consistently supports children's learning and welfare needs well.
- Self-evaluation procedures are robust and the childminder has been proactive in attending regular training and seeking information from childcare organisations and local professionals, to improve the service she offers.
- The indoor environment is welcoming and well resourced. Children are making good progress in their learning.

### It is not yet outstanding because

- There are few toys and resources within the childminder's home to enhance children's understanding of the diversity of the world and people's similarities and differences.

## 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 children in the early years age group present during the inspection.
- The inspector observed the childminder's practice and talked to her at appropriate times during the inspection.
- The inspector reviewed documents presented by the childminder and sampled policies and records relating to the Early Years Foundation Stage.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector viewed the parts of the home that are used for childminding.

## Inspector

Marie Thompson

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her husband and child in a house in Weymouth. The whole of the property is available to minded children. There is an enclosed garden 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 four children on roll, of whom all are in the early years age range.

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

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

- develop the range of opportunities for children to access toys and resources that reflect the similarities and differences of the diverse world in which we live.

## Inspection judgements

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She provides a comfortable and interesting learning environment where children are independent and are able to access a range of toys and play equipment. The childminder treats all children equally as individuals, and helps them to understand that other people should be treated with respect. She discusses different groups of people with the children when they are out in the local community, so children are beginning to learn about the diversity within the own community. However, within the childminder's home, there are few toys and resources for children to access and explore in order to enhance their learning about similarities and differences of the diverse world in which we live.

There is a very good mixture of adult-led planned activities and child-initiated free play that is adapted to suit all children in the childminder's care, for example, babies, toddlers and pre-school children. Children are supported well in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts. For example, they complete puzzles and count objects as they play with the childminder. Their mathematical knowledge is further promoted through everyday activities such as cooking and going to the shops, and counting how many red buses they can see on the way to school. Children have many opportunities to learn about technology because tape measures, laptops and play telephones are available for them to use. Children are provided with frequent opportunities to explore a variety of resources in order to develop their creative skills, for example painting, finger painting, using edible play dough to make monsters, junk modelling and collage work. They have lots of fun making marks and writing their name

using glitter and shaving foam.

Children enjoy dance, singing, and music and movement. The childminder uses puppets and sign cards to enhance their enjoyment of these activities, as well as promoting their communication, language and physical skills. The childminder's effective interaction also supports children to develop their language and communication skills. For example, she chats to the children constantly, asks questions and encourages them to sing known songs and rhymes, all of which help to develop their language skills further. Children snuggle on the childminder's lap and enjoy looking at books or listening to stories. They go to the library each week so that they can take out any books they would like to read or have read to them. Children attend a range of different groups with children of a similar age, for example toddler and baby groups, indoor and outdoor play areas, and childminder drop-in groups. This promotes children's personal, social and emotional development as they learn and play in a range of environments.

Children excitedly use the outdoors learning environment. They go for long walks and nature hunts, and use the camera to take photos of their favourite things; they also take out bikes and scooters. Children use the large playing field to play cricket and football, run around throwing a frisbee, or play tag. These are great ways to have fun and physical activity at the same time. Children's routines and developmental starting points are discussed with parents and effectively used to develop the planning of activities. The childminder records children's achievements and observations, which are used to assess their progress towards the early learning goals, and fully shared with parents. This book builds into a full and informative record of the child's development, which covers all areas of learning and also identifies the next stage for their development. Parents add to this record to show what is happening at home by using 'Magic Moment' slips or 'What I Did at the Weekend' forms, which helps support consistent care for children.

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

Children show that they are settled and comfortable, and display a strong sense of belonging. They demonstrate a strong relationship with the childminder. She is very attentive to their individual needs and allows children freedom of choice, providing a good balance of play opportunities. The routine is well organised, helping children feel safe and secure. This embodies the ethos of the provision to provide a 'home from home' service. The childminder play alongside children at all times, and has close relationships with all the children in her care. She uses her strong skills in childcare to support children's learning and development.

Children show they are secure and feel at home in the setting. They help themselves to toys and the childminder gives them lots of praise and encouragement. Children help to decide upon the rules of the house and suggest 'Kind hands' and 'Sharing nicely' as a requisite for a happy environment. Consequently, children's behaviour is very good. Good manners and behaviour are positively promoted from an early age because the childminder is a positive role model and is consistent in her approach. This helps build children's self-esteem and confidence. The childminder talks to children about their safety,

for example stranger danger, staying together and taking risks while playing outside, and ensures they demonstrate their understanding. This helps children to feel and be safe.

To ensure they have opportunities for outside play, children visit the park, where they use and develop their physical skills on the slides and swings. Children have great fun at the beaches and a local castle where they can run around and play 'dragons'. This supports children's good health through access to fresh air and sunshine and by promoting fun through exercise. Routines are followed in line with their parents' wishes and the individual needs of the children themselves. For example, children are able to sleep or rest when they are tired. Children's good health is appropriately encouraged through sensible hygiene routines and the childminder keeps a clean and tidy home. The parents of the children provide their food and the childminder ensures that all children have frequent drinks throughout the day.

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

Children are effectively safeguarded because the childminder has devised a range of policies and procedures to promote their welfare, which are shared and understood by parents and implemented consistently. Consequently, her safeguarding procedures are robust. The childminder's risk assessment is very thorough, so that children can play safely. All outings are risk assessed, children wear stickers with contact numbers on and an emergency contact card is taken when they go out. The childminder carries out daily checks and understands that children need to take risks sometimes in order to challenge themselves and learn. All records and documentation are maintained to a high standard, so relevant information is readily available and accurately recorded. The childminder uses her home very well to support children's play. Children have easy, independent access to several play spaces, which are extremely well resourced and equipped.

The childminder demonstrates a strong commitment to improving her practice and her self-evaluation procedures are very good. Her vision for her work is entirely focused on fostering the children's learning and development. The childminder uses her self-evaluation process to bring about improvements that will have the most impact on children. She seeks feedback from parents, using questionnaires, comment books and parents' meetings. This is incorporated into the day-to-day running of the setting and demonstrates her focus on children's needs as individuals. She actively seeks advice from local authority advisers to maintain her professional development and improve on her practice further. As a result the childminder demonstrates a very clear ambition to provide good care and education for the children, and has worked hard to achieve this since registration.

The childminder promotes the achievements, welfare and development of children very effectively. The working partnerships with parents and carers help to ensure that the unique needs of every child are identified and met. Information regarding the childminder's service is readily available on the parents' notice boards. The childminder chats to the parents about their children at the end of each day to ensure they are kept

fully informed of their child's progress. As required she uses other forms of communication such as e-mails, texts and phone calls to ensure communication with parents is conducive to their needs and commitments. Parents are extremely appreciative of the childminder's work in all aspects. The childminder records children achievements and details of their day in a diary, which is fully shared with parents. The childminder liaises effectively with other professionals to give children holistic support. She works with the day-care settings children also attend to ensure consistency of care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY456084
<b>Local authority</b>	Dorset
<b>Inspection number</b>	902181
<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>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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