

Inspection date

14/08/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has a clear understanding of the children's individual needs. She follows their daily routines, which helps them feel comfortable and settled.
- Partnerships with parents are strong. The childminder regularly shares information with parents to keep them well informed about their children's care and well-being.

It is not yet good because

- The childminder's practices for managing children's behaviour are not sufficiently effectively in helping children learn to manage their own behaviour.
- The childminder does not make the most of her garden to offer children stimulating outdoor play and learning experiences.

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 interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Statutory Framework for the Early Years Foundation Stage provided by the childminder, including children's assessment records.
- The inspector looked at the systems used by the childminder to evaluate her provision and took account of parents' views.

Inspector
Dinah Round

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and their young children in a house in Canford Heath, Poole, in Dorset. The whole of the property is available to minded children and there is a garden for outdoor 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, of these, five are in the early years age group. The childminder works with an assistant on occasions. The family has two pet cats. The childminder links with her local authority for support and advice.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop strategies to manage children's behaviour to support all children's understanding of acceptable behaviours.

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

- develop the play and learning opportunities further, by making greater use of the garden to support children's learning and development.

Inspection judgements

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

Children are happy and relate well to the childminder. At the beginning of an arrangement parents complete a 'What is special about me' form about their child. This provides the childminder with clear information about the children's starting points and abilities. She uses this to help children settle, and as a result, she is able to meet children's individual needs from the start. The childminder has implemented suitable assessment systems to help her monitor children's progress and development. She uses the information appropriately to plan for the next stage in children's learning. Children take part in a varied range of play activities and experiences, both at the childminder's home and through frequent outings in the local community. As a result, children make satisfactory progress in their learning in relation to their starting points.

Children gain appropriate skills for the future. The younger children show growing independence, as they move around the play space, reassured that the childminder is close by. For example, children crawl over to the low storage units and lift out different

toys to explore and investigate. They select a toy with buttons and hold it to their ear pretending it is a phone. The childminder pretends to hold a telephone conversation as she talks to the children and they respond with smiles. This helps develop children's communication skills appropriately. Children use their senses to explore different materials and mediums. They enjoy lifting the sand and feeling it between their fingers and toes. The childminder provides a suitable range of toys to aid the younger children's free movement. She gets involved in their play encouraging them to pull themselves up and offers sensitive support as they learn to walk with the push-along toys. This helps to promote their physical development. However, the childminder does not make the most of her garden to provide children with stimulating play and learning experiences. This limits opportunities for children to benefit from outdoor play experiences. Children attend a variety of parent and toddler groups and play sessions in the local community. This allows them to play with other groups of children and explore different play activities, helping develop their social skills.

The childminder establishes positive partnerships with parents. There is an effective two-way exchange of information through daily discussion and use of a communication diary. This keeps parents well informed about their child's care and well-being. The childminder currently discusses the children's progress and development with parents informally. She plans to organise termly meetings with parents to share her written observations and the children's achievements. Parents comment that they feel the childminder's home 'is a great environment' for children.

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

The childminder has a clear understanding of children's individual needs and interacts with children in a friendly and caring manner. She follows their routines throughout the day, recognising when younger children are ready for their morning sleep. This helps children to feel comfortable and secure. The childminder links with parents to support children's changing needs, such as encouraging younger children to learn to feed themselves at meal times. This helps to support children's developing independence. Children have use of a suitable range of clean, age-appropriate toys and resources. The childminder rotates the play equipment provided in the low storage units so children are offered different play experiences.

The childminder has a behaviour policy, which she shares with parents. She uses praise and encouragement to acknowledge children's achievements. For example, she claps her hands as the younger children manage to walk unaided with the push-along toys. This helps to boost children's confidence. Generally, the childminder deals with behaviour incidents of the older children in her care appropriately. However, at times, some children struggle to share and are not able to understand how to manage their feelings and behaviour. This upsets the younger children. It also means that the childminder spends considerable time dealing with some children's behaviour, which affects her ability to play and interact with the younger children.

The childminder has appropriate safety measures in place around the room. She carries

out risk assessments on both her home and for any outings. This helps her identify and minimise risks to children, contributing towards keeping children safe. For example, she reminds the older children to play any games with small pieces on the table so they are out of the younger children's reach. The childminder has use of both a double and triple pushchair to make sure that all the younger children are safely strapped in when taking them on outings. The childminder follows positive practices to help reduce the risk of cross infection. She makes sure all children wash their hands before they eat, and talks to them about the importance of washing away germs. Children play in the garden, or go on outings, daily to enjoy the benefits of fresh air and exercise. This helps children learn good habits and teaches them the importance of keeping themselves healthy.

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

The childminder has a sound understanding of the safeguarding and welfare requirements and learning and development requirements. She has developed policies and procedures to help support her childminding provision, including safeguarding and complaints procedures. Parents are given copies to make sure they are kept informed of the childminder's practices. The childminder has recently attended a safeguarding training course. This means she has a clear understanding of her responsibilities to protect children and the procedures to follow in the event of a concern about a child in her care. The childminder works with an assistant on occasions. She has made sure that her assistant is clear of her role and of the practices that the childminder follows. This contributes towards providing consistency for the children. All required documentation is appropriately in place to support children's safety and well-being.

The childminder has only recently begun childminding and has a positive approach to the continual improvement of her provision. She has researched specific training courses to help her develop her knowledge and skills further. The childminder uses suitable systems to evaluate her childminding provision. She also links with her local authority Childcare Development Officer for advice and guidance. The childminder has recently sent out questionnaires to gain feedback from parents to help reflect on the service she provides. Appropriate assessment arrangements are in place to monitor children's learning and development. The childminder has yet to implement the progress check for children at age two, but through discussion demonstrates she is aware of this requirement. The childminder works alongside parents to support children through the changes when they move on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (Compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (Voluntary part of the Childcare Register)

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	EY457636
Local authority	Poole
Inspection number	905405
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	9
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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