

<b>Inspection date</b>	13/09/2013
Previous inspection date	02/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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**

- Children enjoy the many opportunities to explore in their play.
- Children have a close bond with the childminder, who is supportive, gentle and caring in her approach.
- The childminder ensures children experience a range and variety of different activities to support their interests.

### **It is not yet good because**

- Children enjoy the range of activities provided; however, these do not always provide appropriate challenges to help progress children's all-round learning further.
- There are limited resources that reflect the differences children see in themselves and others to promote their sense of acceptance and understanding.
- Self-evaluation does not successfully help the childminder to identify areas of strength and weaker practice to prioritise and promote continuous development.

## 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 and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's written policies and procedures, and the children's records.

## Inspector

Janet Armstrong

## Full Report

### Information about the setting

The childminder registered in 1997. She lives with her husband and two sons in Ensbury Park, Bournemouth, Dorset. Most areas of the home are available for childminding purposes, with a living room, dining room, kitchen and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed back garden available for outside play. The family has a pet cockatiel. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, one of whom is in the early years age range, and all attend on a part time basis. The childminder also cares for children over the age of eight. The childminder offers care during term times only, and caters for children with special educational needs and/or disabilities.

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

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

- develop planning and assessment systems so that they identify and focus on children's key next steps in their learning through the Early Years Foundation Stage.

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

- help to further promote children's acceptance and understanding of diversity, for example, improve the resources that reflect the differences children see in themselves and others
- improve the self-evaluation systems to identify strengths, and address weaker areas of practice to promote continuous development.

## Inspection judgements

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

The childminder supports children appropriately to help them make satisfactory progress in their learning through the Early Years Foundation Stage. She provides children with a variety and range of different activities to support their interests and engage them. Children enjoy these activities and the childminder's support. However, the activities do not always provide appropriate challenges to help progress children's learning further in

all areas of their development. For example, children enjoy playing with the range of different wheeled toys, and a painting activity, but the childminder has not considered what she wants children to achieve through these activities, other than to enjoy them. Planning, observation and assessment systems provide parents with a written summary of children's achievements in the areas of learning within the Early Years Foundation Stage. This helps to keep parents up to date with their children's progress, and share what they know about their child's learning and development at home. Assessment systems are not fully successful. This is because the childminder does not use them effectively to identify the next steps for children's learning, and focus the childminder's planning and support to provide appropriate challenges. The childminder is aware of the requirement to complete the progress check for children at aged two years and provide a written summary of children's progress for parents.

Children enjoy playing with the activities offered. The childminder demonstrates satisfactory expectations that appropriately engage and support children to explore in their play. She allows children the space to follow some of their own ideas and think things through. For example, when playing with the different toy vehicles, children find the toy traffic lights. They study and explore them closely to work out how to change the colours from red to green using a small lever. Children also find wind-up cars, and explore the effects of what happens when they pull them back and let go. The childminder finds a magnet and some kitchen utensils for children to pick them up using the magnet. However, she does not successfully extend this by encouraging children to explore a wider range of items within the home that the magnet may pick up. The childminder sets up a painting activity. She sits with the children, and asks them about what they are painting, and the colours they use. The childminder allows them to explore the effects of mixing the colours together, the marks they make using a brush, and to handle the paint. Children show good rhythm and use drums and sticks to beat in time to a computerised musical toy. They count as they bang and tap the sticks together exploring the sounds they make. The range and variety of activities, and the childminder's support, appropriately helps children to be ready for the next stage in their learning, for example, preschool and school.

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

The childminder knows the children well and they are happy, settled and confident in the childminder's care. They have a close bond with the childminder, who is supportive, gentle and sensitive in her approach. Her kind and caring attitude provides children with a positive role model. This helps children to form appropriate relationships with others, as they become aware of expectations for acceptable behaviour. The childminder make sure that all children are fully included and she is experienced in offering sensitive care to children who have special educational needs and/or disabilities. She has a good range and variety of resources and toys. However, there are limited resources that reflect the differences children see in themselves and others to promote their sense of acceptance and understanding. Children's currently have restricted independent access to toys due to maintenance work within the home. This limits child-initiated play.

The childminder appropriately supports children's health and safety. She washes children's hands after messy activities and using the toilet. Children eat healthy meals and have some opportunities to be physically active outdoors, depending upon the weather. The childminder supports children's physical development indoors by encouraging children to stretch and reach in their play. She teaches children about potential risks as they play, through reminding them to be careful and aware of others, and to use equipment, such as scissors, safely.

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

The childminder has a satisfactory knowledge of the learning and development, and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She provides a safe environment for children to play in, with appropriate risk assessments completed, and positive levels of supervision to support her in keeping children safe. The childminder is clear about child protection issues and the correct procedures to follow should she have a concern about a child in her care. Self-evaluation systems are not fully successful. The childminder uses informal methods to reflect on her practice. She attends some training to update her skills, such as, first aid and safeguarding and she has taken some action for improvement in response to the recommendations made at the last inspection. However, her systems do not help her to identify her areas of strength and weaker practice fully, so that she can prioritise areas for future development, and improve outcomes for children through her educational programme.

The childminder works closely with parents. This helps her to support and meet any specific and individual care needs of the children. Parents receive copies of the childminder's written policies that outline some of her practices and procedures. This helps to promote consistency and reassure parents about expectations. There are appropriate systems in place for finding out from parents what they know about their children's individual learning needs and stage of development. The childminder appropriately liaises with other early years settings children attend, and professionals involved in the children's lives, to support her in following any specific learning plans. This helps children to settle with ease 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

<b>Unique reference number</b>	143890
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	814059
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/12/2010
<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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