

Inspection date

Previous inspection date

09/10/2013

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

- The childminder provides a safe and secure home in which children move around and explore freely and confidently.
- The childminder plans and assesses children's learning accurately and according to their individual developmental needs. As a result, they are making good progress.
- Children are developing good manners and an understanding of what is expected of them. This is because of the childminder's consistent messages, routines and positive interaction.
- The childminder and parents work in successful partnership in promoting children's learning and development.

It is not yet outstanding because

- The childminder does not always respond to children's choices to further help them maintain focus and learn through the activities which interest them most.
- Where children also attend other early years settings, the childminder does not always encourage those settings to share information about children's individual learning needs to promote their learning more consistently.

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 2013. She lives with her husband and two children in Weymouth, Dorset. Childcare takes place mainly on the ground floor with use of the open-plan kitchen, lounge and dining area and toilet facilities. There is an enclosed area of garden available for outdoor play activities. The family keeps fish in a tank indoors.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has seven children on roll in the early years age group.

What the setting needs to do to improve further

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

- support children's learning further by responding to their choices more closely to help them maintain focus in the activities which interest them most
- strengthen the partnerships with other early years settings children attend, to further promote children's learning and development consistently.

Inspection judgements

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

The childminder has a good knowledge and understanding of how young children learn. She accurately assesses children's progress through observations, which she records in their assessment files and uses to plan children's learning individually. The childminder collects sufficient information to be able to complete the progress check for two-year-old children when this becomes relevant. Children communicate their interests and preferences well and the childminder uses these to promote children's next steps of learning. As a result, children make good progress. The childminder promotes children's language development effectively. She asks children questions to encourage them to make decisions, recall events and share their knowledge. For example, children look at photos of themselves and recall they were 'making cakes' with mud which 'was messy!' Children are learning to manage tasks for themselves to develop their independence. They put on their own coats, manage their food and drink and use the toilet by themselves. These experiences all help to promote children's future learning skills and school readiness.

The childminder interacts skilfully in children's play. She asks meaningful questions to

challenge children and extend the activity to include different areas of learning. For example, children become very involved in constructing a tall marble run. In this activity, children count, problem solve and use descriptive language to tell the childminder they are building it 'tall', and 'even taller', putting pieces 'on' and taking them 'off' as they change the design. This helps to promote their mathematical development and physical skills as well as allowing children to express their design skills and ideas. Children smile with satisfaction as they watch the marbles roll through their run successfully. However, on occasions, the childminder does not always respond promptly to children's choices when they ask to play with something other than the planned activity. On such occasions children do not become as absorbed and do not always maintain attention as well.

Children enjoy books and become very involved in stories. They explore a box of props which they match to elements of the story, such as sea creatures, seaweed, boats and stones. The childminder uses this activity to include other aspects of learning, such as naming colours and talking about the different sizes of fish. This helps to keep children involved in storytelling. Children enjoy using musical instruments with music and singing to experiment with different sounds and rhythms. For example, they play the drums and start experiment with other objects, such as boxes, to see what sounds they make.

The childminder works in partnership with parents to promote children's learning and development. Parents include information in their child's portfolio to help the childminder settle children in and start planning their learning from the start. The childminder keeps parents well-informed of their child's progress through on-line assessments and recording any significant progress children make in their daily diaries. Some parents also contribute information about what their child does at home to further support their children's learning.

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

Children are forming trusting relationships with the childminder. This is because of the successful working relationships established with parents from the start. In addition, the childminder maintains routines and positively reflects each child as an individual in her home. This supports children well in the move from their home to the childminder's care. Children benefit from a clean, safe and secure environment in which they choose from a good range of toys stored within their reach in picture labelled boxes. Consequently, children move around freely and play with confidence.

The childminder provides children with clear and consistent messages, which helps children learn about what is expected of them and to respect other people's things. She acknowledges and celebrates children's attempts, achievements and positive behaviour with lots of praise. As a result, children smile showing a pride in their achievements. The childminder uses a visual activity time line to help prepare children for changes and to move them onto the next activity without upset. This also helps children to develop good routines for using the toilet and helping to tidy up.

Children learn about safe play and how to keep safe when away from the house. The

childminder discusses why something might be unsafe and asks children questions to help them understand. Children also sing road safety songs when out and about to help them have fun, while learning important safety information. Children enjoy healthy lunches brought from home and drink from their own water bottles when thirsty. They enjoy lots of outdoor activities in the garden, walking locally and on trips to the park to develop their physical skills and fitness. This all helps children to develop healthy lifestyles.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. The childminder completes daily checks of her home, and written risk assessments, to maintain good standards of health and safety to further protect children. The childminder organises her time efficiently to provide close supervision and support to help children feel safe in her home.

The childminder evaluates the quality of her provision successfully. She keeps notes regarding the impact of activities on children's development and identifies areas for improvement which children may benefit from. For example, children now stick their hand templates on the 'Who's here today' board to develop their sense of self. The childminder has also implemented an 'emergency bag' to ensure she has important equipment with her in the event of a real emergency evacuation. This demonstrates the childminder's good commitment to further improve the quality of children's care and learning.

The childminder establishes good partnerships with parents. She provides parents with a wealth of information about her provision. This includes her policies and procedures, which parents sign acceptance of, and details of the Statutory Framework for the Early Years Foundation Stage. The childminder keeps parents informed closely through displays and daily communication. She also completes a summary of each child's activities, well-being and care routines each day in their home diaries. This helps to promote consistency of care. Parents share their views of the childminder's provision. They state the childcare 'is both stimulating and fun' and the childminder provides 'a very safe environment' for children to play in. They appreciate the 'comprehensive handover before and after sessions'. Some children also attend other early years settings. The childminder has developed links with these settings and shares information about children's well-being and progress with them. However, the childminder does not always successfully encourage these settings to share information about children's individual learning needs to further promote their learning consistently between settings.

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	EY460992
Local authority	Dorset
Inspection number	913336
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
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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