

<b>Inspection date</b>	09/10/2013
Previous inspection date	29/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
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 flourish in a setting where they are at ease, settled and secure in a homely environment. They form significant relationships with the childminder and her assistants.
- Inclusive practice is a strong feature of the setting and the childminder takes extensive steps to ensure the specific needs of each child is met. The high quality adult interaction and exemplary organisation of routines help young children to make significant gains in their learning and development.
- The childminder has a comprehensive understanding of the service she offers. Her passion to continually improve her setting is clearly apparent as she continually reviews and reflects on her practice identifying ways to make further improvements.
- Partnership with parents is a key strength. Positive and caring relationships are established with the children and their parents to ensure children are confident and settled within a trusting and nurturing environment.

## 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 the children's activities.
- The inspector sampled some documents, including children's assessments, learning journals, policies and procedures.  
The inspector spoke with the childminder at appropriate times throughout observations and discussed the way the childminder evaluates her practice and her understanding of safeguarding.
- The inspector took into account the views of parents through letters and emails.

## Inspector

Marie Bain

## Full Report

### Information about the setting

The childminder was registered in 2006. She lives with her husband and their adult son and daughter in Poole, Dorset. The whole of the bungalow is used for childminding purposes and there are two enclosed parts of the garden for children's outdoor play. The family work as foster carers during the week and shared carers at weekends and holidays. The family has two small dogs and a cat that have supervised contact with the children.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, of whom two are in the early years age group. The childminder also works with three assistants who work varying days each so that there is an assistant present on each day of the week. The childminder supports children with learning difficulties and/or disabilities. She recently became accredited and is a member of the local childminding network group. She is a member of the Professional Association for Childcare and Early Years (PACEY).

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

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

- expand the opportunities for children to understand that print carries meaning, for example, by adding to the labelling in the environment.

## Inspection judgements

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

The childminder offers a stimulating environment and welcoming family home where children thrive. Experiences for children are varied and exciting and enable them individually to make outstanding progress. The childminder has an excellent knowledge and understanding of how to support children's learning and development. This is apparent as she sensitively and skilfully engages children as they play, making the best of every learning opportunity. Children make exceptional progress in their learning as a result of the childminder's extensive knowledge and implementation of the Early Years Foundation Stage. She understands the importance of her role in children's learning. Superb teaching accurately challenges and extends children's learning. She is very enthusiastic in her approach and positively channels her energies into interacting with the children whilst they play. Her consistent, purposeful dialogue and superb individual attention for the children in her care ensures they are happy, confident and truly settled. Each child has their own learning journal which includes personal development trackers, learning pathways and stories individual to them. The learning journals are compiled

through regular observations to assess each child's current ability, and tracking their development in order to plan their next steps, ensuring they are suitable and achievable.

Children are motivated and eager to learn. They are confident and settle quickly, developing an enthusiasm for exploration. Excellent opportunities to initiate their own learning significantly enhance children's development. Activities are challenging but achievable ensuring children remain confident and motivated. Children are highly inquisitive and delight in exploring a variety of toys which cover all areas of learning making activities fun and exciting, whilst also being interesting and engaging. Children's communication and language, personal, social and emotional and physical development is an integral part of the service and is all encouraged exceptionally well. This provides a firm base for the children to develop their mathematical and literacy skills, understanding of the world and abilities to use expressive art and design. In addition, the use of sign language, gesture and key words in other languages further promotes children's communication skills. Circle time is very popular and children confidently discuss their views, help to plan what they would like to do the following week and share news and information with other children and adults. Examples of children's creative work using a range of media are displayed on the walls. This gives children a strong sense of pride and achievement that promotes high levels of self-esteem. There are some labels and posters displayed throughout the areas the children use. However, while the childminder makes good use of print in some areas, the use of labelling and large print is not consistent throughout. This means the opportunities for children to learn that print carries meaning are not fully exploited. Children enjoy playing with jelly cubes and frequently enjoy cooking with the childminder. This develops their mathematical thinking through pouring, measuring and mixing the ingredients. Role play is a very important part of the setting and the children can use props and equipment to act out different situations such as the doctors, the vets and the police station. Children express themselves creatively and develop their senses through an extensive range of mediums, such as painting activities, dough, sand and water play. Children enthusiastically select from an extensive range of fiction and non-fiction books in the setting and at the local library. They snuggle up on the bean bags under the 'reading canopy' to relax and enjoy books when they wish to.

A rich variety of outings increase the variety of experiences the children undertake enabling them to meet other adults and children and learn about the community around them. These include the parks, the fire station, or police awareness sessions at the local children's centre. Children can freely access toys in the garden. They thoroughly enjoy exploring the sensory garden and the exploration of pond life during supervised activities. Children are inspired to build upon their experiences by discussing things they see and learn. For example, they actively recycle resources and have planted seeds and learn how to make them grow by watering them. This refines their understanding of nature and the world. The wide ranging experiences skilfully used by the childminder constantly challenge children, enabling exceptional progress to be made.

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

The childminder promotes children's well-being in an exceptionally nurturing and sensitive way. Settling in procedures are well developed and help to ensure that the child has a positive experience from the start. This helps children to feel confident in the environment and form a healthy attachment to the childminder. Familiar routines and expectations increase a sense of security and this in turn helps them to develop their independence and confidence to explore the resources available to them.

Children play in a home that is child-centred, highly stimulating and extremely welcoming. Young children enter happily and leave their parents easily as they are warmly welcomed by the childminder. They have a place for their personal belongings, which gives them a clear sense of belonging. Diversity and inclusion is a very important part of the service, and the childminder strives to make the provision accessible to all. For example, the setting has already been well adapted for easy access and maneuverability, including wider doors at the back of the house with ramps to ensure wheelchair accessibility and a fitted hoist for moving and handling children who have limited mobility. The childminder and her assistants work together, adapting games and activities for each child, ensuring that everyone can take part, in order to develop and achieve to their potential while having fun. There are also adapted toys and equipment to suit different children's needs such as computer switches and switch toys. The childminder centres activities around different cultures or topical issues to help widen understanding of others. There are many books and toys which help children to learn about all different people and cultures in the world, and these are supported with activities and discussion. Opportunities for children to learn about similarities and differences between people are meaningful and embedded in daily practice. This promotes children's acceptance of others from a young age.

Children have an excellent understanding of the rules to keep them safe. They demonstrate that they have a strong sense of feeling safe and are confident to try new skills and challenge their own abilities. The childminder understands that children need to learn about dangers and so they talk about them and how to keep themselves safe in a way relevant to their understanding and abilities. For example, they learn about road safety on outings, how to use scissors, or a table knife when eating or preparing food correctly. Children practise fire drills and use props and clothes to learn about dangerous situations which help promote their understanding of health and safety. Children build caring relationships and are extremely well behaved. The childminder is a very positive role model for children, consistently praising and encouraging the children building on their self-esteem in an exceptionally child orientated and fun environment. Children enjoy a range of activities, which help them to start to recognise the benefits of a healthy lifestyle. For example, the childminder uses specific props, such as a tooth crocodile puppet to teach the children about oral hygiene and visiting the dentist and specially designed educational computer software with activities to help them learn about healthy lifestyles. Children develop an excellent awareness of keeping healthy. They help themselves to their drinks and develop meticulous hygiene practices, such as washing their hands thoroughly before eating and using their individual towels to prevent cross contamination. The childminder and her assistants, together with the children and their families, encourage good choices for healthy lunch boxes. Children have daily opportunities for fresh air and exercise as they play in the garden and go for local walks. Larger equipment is accessed in local parks, giving them the opportunity to develop their balancing and climbing skills.

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

The childminder has a thorough understanding of the statutory requirements. She is an experienced, knowledgeable early years practitioner and provides a highly impressive service. She is dynamic in providing an outstanding home based provision where her drive and commitment is exceptional. The childminder has a thorough knowledge and understanding of child protection procedures, and has completed safeguarding training. Comprehensive policies and procedures are in place, which the childminder regularly reviews and shares with parents. All required documentation to effectively support children's safety and welfare is in place. For example, accurate documentation maintains thorough recordings of accidents, incidents and medication administered promoting children's welfare. The childminder has written risk assessments for the home and for outings and keeps a record of visitors to her home. This helps her to fulfill her role in keeping children safe.

The childminder is excellent at quickly identifying and meeting children's needs. This is due to her commitment in providing the very best service for children in her care. She has exceptional systems in place to monitor and evaluate all aspects of her provision. She constantly reviews all areas of practice using feedback from parents and other early years professionals to identify more successful ways of working. She is proactive in accessing training to increase her knowledge and skills in childcare, education and special needs. Developing her practice is an ongoing process as she constantly seeks new ways to benefit children's care and learning. She demonstrates tremendous drive and enthusiasm with regard to improving her service in conjunction with her assistants. The childminding partnership is extremely strong as they work together very well using their skills and abilities to promote effective outcomes for children.

Partnerships with parents and other providers are extremely effective. Parents are very well informed about the service provided by the childminder. They receive a daily diary as well as text messages and emails, learning journals and have access to a computer based development record. Parents can input their thoughts and comments on line via 'The Hub'. Regular updates from the childminder inform them of forthcoming activities and topics. This means that they are fully involved and can offer additional support to children's learning at home. Parents comment positively as they highly praise the childminder's care. They state that children are extremely happy, the childminder provides professional care, helps children achieve well and is a positive influence in their children's lives. The childminder is highly committed to working in partnership and plays a full role in establishing effective working relationships with other providers. The childminder has considerable experience meeting the needs of children with special educational needs and/or disabilities, which are supported by regular verbal exchanges between parents and other agencies and services.

### **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>	EY332172
<b>Local authority</b>	Poole
<b>Inspection number</b>	847591
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/06/2009
<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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Piccadilly Gate  
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Manchester  
M1 2WD

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