

## Inspection date

Previous inspection date

22/10/2013

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

- Children are well cared for in a safe and welcoming family home, where they develop secure and trusting relationships.
- The childminder knows children well as individuals; she plans a broad range of activities and experiences according to their interests.
- Overall, the childminder assesses and monitors children's learning and achievements well, which contributes to children's good progress in their overall development.
- The childminder promotes effective partnerships with parents and other professionals, which enables her to meet children's needs effectively.
- The childminder evaluates her practice successfully to continue to develop children's learning experiences.

### It is not yet outstanding because

- Opportunities for parents to contribute to the initial assessment of their child are not yet fully established to enable the childminder to plan for the children's progress right from the start.

## 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's activities in the childminder's home.
- The inspector talked with the childminder about children's activities.
- The inspector sampled documentation, which included children's progress records.
- The childminder took account of parents' views, which were obtained from the childminder's questionnaires.

## Inspector

Brenda Flewitt

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her partner in a residential area close to Weymouth town centre, Dorset. Childminding takes place mainly on the ground floor, which includes a lounge and kitchen-diner. Toilet and rest facilities are located on the first floor. The home is accessed via a steep flight of steps. The childminder takes children to local parks each day for outdoor play. The family has a dog and keeps tropical fish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, all of whom are in the early years age group. The childminder has an early years qualification at level 3 and has worked for several years in a day care setting.

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

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

- develop further the systems to assess children's starting points by requesting more detailed information from parents about the children's skills, learning and activities at home, when they begin to attend.

## 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 Early Years Foundation Stage learning and development requirements. She provides a welcoming and caring environment where children settle quickly and enjoy learning through play. The childminder supplies a good range of play equipment and resources, which she arranges thoughtfully to enable all children to select for themselves. For example, she stores toys in an open low-level unit, making sure that baby toys are on the bottom shelf. Therefore, the younger children can also see and reach what is available. The childminder plans a broad range of learning experiences linked to children's interests and development. For example, she notes that a young child likes investigating objects by using all of their senses. As a result, the childminder has developed this play by supplying a good variety of natural and everyday items for children to explore. The childminder is skilful in knowing when to join in to support children's play and when to stand back and allow them to work problems out for themselves. For example, a baby learns that they can make a bowl of objects move towards them by pressing down on the edge. Overall, the childminder has a clear assessment system and completes a 'Learning Journey' for each child. She includes annotated photographs, and observations, that she clearly links to children's stages of

development. The childminder uses this information effectively to identify next steps to help children make good progress. However, she does not consistently gain detailed information from parents about their children's learning at home when their children start. This means that there is a slight delay in the childminder starting to plan for the children's progress. Nevertheless, the childminder's good knowledge of the children and effectiveness of the planning systems overall ensure that children make good progress. The childminder encourages parents to share 'gold star' moments about their children's achievements at home, which she uses in her assessment. She also shares ideas with parents to support their children's learning at home. The childminder is secure about her responsibilities in completing progress checks for children aged between two and three years.

The childminder promotes children's language skills well. She talks with them purposefully as she joins in their play. She describes what they are doing, naming objects, people and actions. This means young children learn new words, think and solve problems and start to understand the world around them. The childminder regularly sings to young children; they start to recognise familiar songs and rhymes. From a young age, children like to explore different sounds they can make with musical instruments. The childminder uses books effectively to gain children's interest, develop their vocabulary and understanding of colour and number. Children enjoy looking through an interactive fabric book, where they learn to use various fastenings such as zips, buttons and laces. Children enjoy feeling the various textures, and start to count objects and learn the names of colours as they turn the pages.

Children's days include a variety of outings where they meet other people, use alternative play equipment and explore their local environment. Regular visits to children's groups help to develop children's social skills as they meet other children and adults. Nature walks promote children's curiosity in changes in nature as they find various autumn leaves and other items to collect. The childminder extends their learning by planning art activities where children make pictures with natural items, using various tools and media to help express their ideas.

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

Children are happy, settled and secure in the care of their childminder. She seeks information from parents to enable her to follow young children's home routines with regard to food and sleep patterns. This contributes towards a smooth move between home and the childminding setting. Children develop warm and trusting relationships with the childminder. Babies are confident to explore the options for play around the room and enjoy hugs and cuddles as they return to the childminder. The childminder displays photographs of children and their families, at children's level, secured with removable clips. The childminder enables children to take the pictures from the wall to look at, which promotes their problem solving skills and small muscle movements. She encourages children's language as they start to talk about familiar people, which also develops their sense of belonging and identity. Children learn what the childminder expects through familiar routines and clear explanations. The childminder regularly praises children's efforts

and achievements, which helps boost their self-esteem and confidence. The childminder teaches children about how to stay safe when they are out, which includes crossing roads safely and using large play equipment sensibly.

The childminder helps children learn about the importance of healthy lifestyles. They have daily fresh air and exercise as they go on walks, or visit play parks where they use a range of challenging equipment to promote their physical development. Children learn good routines for personal hygiene as they wash their hands before handling food. They make choices about what they eat from healthy options, supplied by the childminder or from home. The childminder introduces new foods for children to try, which promotes their interest in a variety of good foods. For example, she encourages them to investigate freshly dug vegetables to promote children's interest in the shape, colour, texture and smell, as well as the taste.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She completes detailed risk assessments to help to provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She has a clear understanding about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps her knowledge up to date by completing training on child protection issues. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and real experiences and how to promote good progress in their overall development. She has a system that gives her an overview of children's progress, which helps her to identify any gaps in their learning.

The childminder promotes positive partnerships with parents. She supplies clear information about her childminding service by way of background information, written policies, regular newsletters and displays in her home. The childminder encourages daily exchanges of information, verbally and written, to meet children's individual needs well. The childminder actively seeks parents' views about her provision by supplying questionnaires. Parents say that they are happy with the methods of communication and the activities the childminder plans. They are also pleased with the progress their children are making as a result of attending the childminding setting. The childminder has a good understanding of the importance of sharing information with other providers when children also attend other early years settings. She has established dialogue both verbally and in writing to promote consistency in care and learning.

The childminder evaluates her provision effectively through ongoing reflective practice. She enthusiastically adapts and extends resources according to children's interests and abilities. The childminder identifies clear areas for development. For example, she is in the process of developing her garden to make it safe to use to promote all areas of learning

outside. She plans to introduce a soft toy, 'Ollie the Otter', to help encourage children's language skills and help them to express their emotions. The childminder keeps up to date with changes and improves her knowledge through training courses, reading early years publications, and regular contact with other professionals. All this helps her to continue to develop children's learning experiences.

### **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>	EY456687
<b>Local authority</b>	Dorset
<b>Inspection number</b>	916781
<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>	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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