

Inspection date

Previous inspection date

25/10/2013

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 has a good awareness of how young children learn. She creates an enabling, child-friendly environment with activities and play experiences that capture and engage children's interest. As a result, they make good progress.
- The childminder has a secure knowledge of children's individual needs and abilities. This is enhanced by the good working partnerships she develops with their parents.
- The childminder has close bonds with the children, which enables them to feel secure and confident in her care. They enjoy their time with her and consistently demonstrate good levels of independence and curiosity.

It is not yet outstanding because

- Children's awareness of the wider world is not fully supported, for example, by celebrating a range of festivals to further enhance children's learning.

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 and childminder in the lounge, kitchen, playroom and garden.
- The inspector talked to the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled a selection of the childminder's documentation including children's development records and the policies and procedures of the setting.
- The inspector took account of the parents' views through written statements in their child's learning record.

Inspector

Maria Lumley

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children in Verwood, Dorset. Children have access to a kitchen with dining area, sitting room, play room, garden room, spare bedroom and bathroom all on one floor. There is a garden for outdoor play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are three children on roll, of whom, two are in the early years age range. The family has a pet dog and two guinea pigs.

What the setting needs to do to improve further

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

- develop children's opportunities to learn about their own cultures and faiths and those of others, for example, by sharing and celebrating a range of festivals and events.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and, therefore, she is able to promote children's learning and development well. The childminder uses highly effective planning and teaching and good organisation of resources to provide learning experiences that challenge the children. Children are equipped with a good range of skills as a foundation for their future learning, such as when they go to school. For example, as children play dominoes the childminder guides them through the game, asking lots of open ended questions to support their thinking. The children recognise colours, and count and match the number of dots. As they match the dominoes they start to create a shape and the childminder says, 'It looks like a C, what do you think it looks like?' Children reply, 'It looks like a bridge'. This prompts the childminder to encourage the children to recall a recent outing. Her clear questions enable the children to respond and share their thoughts and ideas. As a result children talk excitedly about driving under a bridge yesterday. Some dominoes are dropped onto the floor and the childminder skilfully maximises this as a learning opportunity. She asks the children questions to encourage the children to explain that the dominoes are 'under' the table.' The childminder gets down to the children's level and supports their play very well encouraging them to be curious.

The childminder makes good use of her observations of children taking part in activities, and her assessments of their abilities are accurate. This helps her to plan for the next

stage in children's development so that they make good progress. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. For example, children choose to pretend to be doctors and nurses. They play cooperatively together, taking turns to use the resources. They show good dexterity as they manipulate the stethoscope, bandages and syringes to make their 'patients' better. Children 'write' notes as they play hospitals. They use vocabulary well to describe what they are doing saying, for example, 'My teddy fell and hurt their head'. Children are beginning to learn about the wider world through helping to prepare and taste foods from around the world including from Italy, America and Spain. However, the childminder does not provide a wide range of opportunities for children to celebrate a range of festivals to explore further their own and others' faiths and cultures.

The childminder recognises that the children in her care are very active and enjoy and benefit from learning experiences outdoors. She provides access to the garden for the children throughout the day. The garden is well-resourced so that children can be constructive, use their imaginations and develop their physical skills. For example, they eagerly kick balls into nets and chase each other. In addition there are numerous opportunities for children to learn about the natural world. They talk about the wind and rain as they play. They plant and grow vegetables, including carrots, which they harvest, wash and feed to the guinea pigs. They eat some of the carrots themselves at snack time. Children grow sunflowers and know that they require water and sunshine to grow. They compare the speed of growth and compare the heights of the plants.

Children's learning records are readily available to parents to help them continue to promote their children's development at home, with additional information provided about the childminder's planned learning activities. The childminder is aware of her responsibility to complete a progress check for children aged two years and to share this information with the parents.

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

The childminder works closely with parents. She takes great care to find out about and to meet children's individual needs. For example, parents share information about children's care needs and routines so that the childminder can support children effectively. Parents keep the childminder fully aware of home events so that she knows about changes in children's lives. The childminder is committed to supporting all children and their families and offers a highly flexible and supportive service. Consequently, children demonstrate a strong sense of security and are confident and self-assured. The childminder completes settling-in sessions, and gathers detailed information, to help to ensure a smooth move for new children and their parents between home and the childminder's provision. The childminder plans regular outings and visits to local amenities to help children to develop confidence and independence in different situations. This also helps children to acquire the skills they will need when they move on to school.

The childminder provides a nurturing environment in her home and children are confident and happy. Children are eager to explore and investigate but also enjoy the closeness and

interaction that they have with the childminder. For example, they snuggle up to her for story times where they listen attentively as the childminder reads with enthusiasm and animation. Children are independent, putting on boots in preparation for outdoor play and getting bowls and plates out of the drawer to lay the snack table. Children are well behaved and have good manners saying, 'Please may I leave the table' after eating and saying 'please' and 'thank you' when passing around food. Children learn about the importance of healthy diets through discussions and hands-on experiences. Each week they visit the greengrocer where they select different fruits to eat. The childminder encourages them to include new fruits they have not tasted. On return to the childminder's home the children explore the smell and texture of the fruits. They describe the mango skin as 'smooth' and the lime skin as 'bumpy'. Children study the stones and pips inside the fruits and say that the sliced lime looks like the sun. The childminder sits with the children at mealtimes so that these are a social occasion.

The childminder has created a bright, inviting, child centred environment in which children are keen to play and learn. All areas are very well equipped with a good range of accessible resources. The childminder monitors the provision to ensure it meets the needs of individual children. For example, she highlighted that not all children were keen to practise their mark making skills. She introduced white boards to encourage all children to experiment with early writing skills and this has proved successful. In addition, the childminder has purchased new books to support children in coping with specific events that are happening in their lives.

The childminder takes effective steps to keep children safe and she develops children's understanding of keeping themselves safe through daily routines and activities. For example, on outings children learn about crossing the road safely. While in the home children are involved in emergency evacuation drills and learn to use the toys and equipment in a safe manner. For example, the childminder reminds children to remove pencils from their mouths to prevent injuries. The childminder encourages children to manage their own safety but gives them close and secure supervision should they need help and support.

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

The childminder demonstrates secure knowledge of all requirements of the Statutory Framework for the Early Years Foundation Stage. She has completed safeguarding training and understands her responsibility to protect children from harm. The childminder confidently identifies possible issues and is aware of the procedures to follow in the event of a concern about children's welfare. All required household members are suitably vetted, the childminder monitors who has access to the children and all visitors are required to sign in and out. The childminder completes risk assessments of the home, garden and outings, which promotes children's safety. The childminder has effective policies and procedures in place to support the safe and efficient management of her provision. These are shared with parents, providing them with an insight into the childminder's role and responsibilities. All other required documentation is in place and well maintained. The

childminder effectively monitors the children's learning and has clear procedures in place to observe, assess and monitor children's progress.

The childminder meets children's individual needs well because she develops effective partnerships with parents and shares information with them regularly. Parents are kept well informed through daily discussions, text messaging, newsletters and the detailed parent notice board. They are highly involved in contributing to their child's learning journey folders and work closely with the childminder to support children's next steps. Parents have positive views about the provision. For example, they comment that the childminder provides a 'stimulating environment tailored to children's individual needs.' The childminder understands the value of close partnership working with other early years providers and is proactive in ensuring that links with pre-schools and nurseries are in place. She uses information, recorded in a 'link book', effectively to help her support and complement children's care and learning.

The childminder provides good quality care and learning for children and she strives to continually improve her practice. For example, she meets with other childminders and liaises with her mentor, enabling her to seek advice and support and share ideas. The childminder is committed to continuing her professional development and has secured places on childcare courses, including behaviour management. This is so she can continue to develop her practice in early years and use these skills to enhance her good quality childminding provision. The childminder is part of a quality assurance scheme, which also supports her in identifying her strengths and areas to develop her practice.

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	EY461699
Local authority	Dorset
Inspection number	916550
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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