

<b>Inspection date</b>	11/11/2013
Previous inspection date	19/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 very strong bond with children. This means children relate very well to her, showing they are emotionally secure and settled.
- Children are very happy and confident in the childminder's family orientated home, and due to the sensitive and supportive attention they receive from the childminder.
- The childminder constantly talks to children about what they play with and what is happening. This means young children are becoming confident communicators.
- The childminder works closely with parents so she is knowledgeable about children's individual care and learning needs, helping her to support them positively.
- Children behave very well due to the effective support and guidance from the childminder.

#### **It is not yet outstanding because**

- The childminder does not make her wide range of resources readily accessible and available to children to extend their free play choices and imagination.
- There are fewer opportunities for children to access resources that secure their understanding and learning of difference and diversity.

## 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.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's self-evaluation document, written policies and procedures, and the children's records.
- The inspector took into account the written feedback from parents.

## Inspector

Janet Armstrong

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her husband and teenage age child in Chickerell, Dorset. Downstairs is used as the main accommodation for childminding purposes, with rest and toilet facilities available upstairs. There is an enclosed back garden available for outside play. The family has a pet dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll, five of whom are 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. She supports children who have English as an additional language. The childminder holds a level 3 National Vocational Qualification in early years and a foundation degree in Early Years Practice.

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

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

- make toys and resources more readily accessible and available to promote children's wider independent play choices to further develop their interests and imaginative play ideas
- improve children's access and use of different resources that provide them with positive images of the world in which they live, to secure their learning and understanding of difference and diversity.

## Inspection judgements

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

The childminder supports children's learning and development well. She uses her qualifications and continuous training in early years to support her in providing activities that meet the children's individual learning needs, for example, supporting those children who learn English as an additional language. The childminder has a secure knowledge of children's starting points through her effective communication and partnership with parents. She uses an online assessment programme successfully to map out children's learning and the progress they make. This means she is clear on what stage they are at, what their next steps are, and whether there are any gaps in the children's progress. This helps the childminder to provide a range of different activities to help children achieve, such as use of magnetic letters and mark making activities for children to learn about sounds of familiar letters and write their names. This means children make good progress in their learning and are confident to take the next steps, preparing them well for going to preschool and school. The childminder works successfully with parents so that they are

fully involved in their children's learning. Her positive approach and high expectations of them, means that they play an active role in what their children learn and their next steps, as they contribute their own observations of what children learn at home, using the online assessment system. The childminder successfully engages and includes parents in reporting on the progress check for children at age two-years.

The childminder supports young children's emerging language very well. She constantly talks to them about their play, asking them what they doing, and providing a running commentary of their activities. This encourages children to mimic the language they hear, and repeat new and familiar words. For example, a young child babbles happily in 'baby' language. The childminder 'chatters' back. This encourages the child to use recognise words in among the baby talk, and make associations with what they play with and their own lives. For example, they play with the doll's house, and the when the childminder talks about a daddy, the child looks and points to the childminder's front door and says daddy. The childminder acknowledges this and talks about daddy using the door to come and collect them.

The childminder is on hand at all times to support and encourage children in their play and learning. She asks children about their play and encourages them to problem solve. This means children have the confidence to try to fix things for themselves, for example, when the ladder and parts of the doll's house come apart. They confidently count beyond 10, with good support and encouragement from the childminder, for example, to see how many cards they have at the end of their game. The childminder skilfully extends their use of numbers by asking how many are red, blue, yellow or orange. This helps children to learn to sort things in to groups and develop their mathematical skills to complete simple sums.

The childminder has a wide range of toys and resources that she selects from and sets ups so that children have a selection to play with each day. However, she does not successfully organise them so that children can independently access a wider range to fully explore and investigate as they play, to further develop their interests, imaginations and build on and extend their own play ideas. For example, there are fewer resources accessible in the doll's house that children enjoy playing with. The lack of variety and choices at times restricts the children's focus and exploration, meaning they only get fully engrossed when they are playing with it alone.

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

The childminder promotes children's confidence and self-esteem well. Her sensitive support and encouragement means children learn and develop, secure and confident under her positive reassurance. The strong bond with the childminder and her high expectations of them means that children are active and confident learners, keen to involve others and develop their independence, for example, helping to prepare for snack time. The childminder provides children with a positive role model to mirror kind and thoughtful behaviour that children copy. This means that from a very young age, children happily share and swap toys with others, and say please and thank you. The childminder

praises them highly for their sharing, showing consistently high and positive expectations of them. This means that all children benefit from their interaction with others and show they understand the needs of those around them, as well as their own. The childminder has a range of different toys and resources to raise children's awareness of difference and diversity. However, she does not organise these well, so that children access and use them on a regular basis. The childminder provides children with a welcoming home that is comfortable and meets the children's care needs. She has a range of different resources and toys that cover all areas of learning. Storage arrangements for these are not fully successful, as children are unable to access a wider range to build on and extend their own play ideas.

The childminder works closely with parents to ensure children experience a smooth changeover from home to her setting. Her positive settling in sessions and information sharing with parents means that both parties are confident, well informed and clear about exceptions and children's individual care needs and routines. This enables the childminder to offer a home from home environment, and meet all specific needs, including any medical needs and the different languages children speak at home.

The childminder supports children's health and safety well. She works closely with parents to ensure the meals they provide are healthy and nutritious. Her clear healthy eating policy supports her well in this, and ensures parents understand her expectations. The childminder gathers detailed information about children's individual dietary and medical needs. She benefits from additional training from other professionals to ensure she is confident and clear about procedures to follow to meet individual needs. This gives parents reassurance and means that children benefit from new experiences and opportunities outside of the home environment. Children enjoy outdoor play. They access the outdoors in all weathers, using toys and equipment in the back garden and local park to develop their physical skills. The childminder supports children well to learn about potential dangers around them. They recognise the need to tidy up when they have finished with an activity and to keep small toys and items off the floor away from younger children. They practice fire drills with the childminder so they become accustomed to evacuating the premises in an emergency and learn about road safety. This helps them to adjust their behaviour and keep themselves and others safe throughout the day.

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

The childminder has a good knowledge and understanding of the learning and development and welfare requirements of the Early Years Foundation Stage. This enables her to provide good quality learning experiences for all children and safeguard their welfare. The childminder uses risk assessments well to monitor her home, and any places of interest they visit to keep children safe. She supervises children well so that they play safely. The childminder has a secure understanding of child protection issues and the correct procedures to follow should she have a concern about a child in her care. She is clear about the safe use of her camera and mobile phone to further support children's well-being.

The childminder has a range of written policies and procedures that she effectively shares with parents. This means parents are clear about the practices she follows, providing them with reassurance about the service they use. The childminder works successfully to gather detailed information about each child from others involved in the children's lives. She provides parents with details about their children's learning and development needs and shares good practice with them to further support children's learning. Parents report they are very happy with the childminder, especially the positive communication systems and sensitive way she includes and involves them, valuing their contribution. The childminder works successfully with other early years settings children attend. The use of a link book and regular discussions means that all involved are aware of children's learning needs, any issues and next steps to plan for. This consistent approach helps to resolve minor concerns and support children's emotional well-being effectively.

The childminder reflects and evaluates on her practice well to make informed and positive changes to her practice. She involves parents and children so that the changes she makes have a difference, for example, developing the back garden so that it is suitable to use in all weathers to support children's physical play. The childminder seeks ideas and suggestions from other early years professionals to introduce new ideas and improve her practice. She makes good use of training opportunities to develop her skills and effectiveness and benefit the children and parents. For example, safeguarding level 3 training means she is clear on procedures to follow to protect children from harm. English as an additional language training means she is knowledgeable about the benefits of supporting two languages, and how to do this in partnership with parents. This positive approach shows that the childminder has a strong drive and determination to continuously improve her practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY307730
<b>Local authority</b>	Dorset
<b>Inspection number</b>	919761
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/09/2008
<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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