

## Inspection date

Previous inspection date

25/11/2013

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

1

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 form strong bonds and attachments with the childminder and are exceptionally happy in her company.
- Children's behaviour is exemplary; they show great consideration for their friends, environment and the resources.
- Children are actively engaged in a broad range of interesting and stimulating activities that develop their curiosity and willingness to explore.
- Observation, assessment and planning are very successful. As a result, the childminder effectively identifies children's starting points, their progress and future learning.

### It is not yet outstanding because

- Not all displays and labelling are illustrated to support young children's early literacy skills.

## 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 sampled some documentation including a selection of policies, risk assessments and children's learning records.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector also took account of the views of parents through reading written comments from them.
- The inspector observed activities in the dining room and kitchen.

## Inspector

Maria Lumley

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her two young children on the outskirts of Wimborne, in Dorset. Childminding is carried out in all areas of the ground floor of the premises, with toilet facilities easily accessible off hallway. Sleep provision is provided on the first floor. Children have access to an enclosed rear garden for outdoor play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds qualified teacher status and employs an assistant who works with her on occasions. There are 15 children on roll; eight are in the early years age range. The family have a pet cat.

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

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

- review further the use of illustration in the environment to enhance young children's literacy skills.

## Inspection judgements

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

The childminder uses effective observation, assessment and planning methods to monitor children's progress across all areas of learning and to plan for their future learning. Photographs in children's individual learning records and on the walls show that they take part in a wide range of activities and experiences. The childminder knows the children very well through her good partnerships with parents and from taking time to get to know the children's interests and abilities. As a result, the childminder has made a clear assessment of children's prior skills, knowledge and understanding on entry to the setting. The childminder keeps parents well informed of their child's progress. She encourages them to support and share information about their child's learning and development at home to help ensure a consistent approach. As a result, children are making good progress in all areas of their learning in relation to their starting points. The childminder is aware of the requirement to complete progress checks for two-year-olds and has systems in place to support her.

The childminder uses highly effective teaching methods that support children's learning. She uses of open -ended questions such as 'What will happen if?.' which support children's own thinking and curiosity. The childminder allows children to move away from planned activities to follow their interests. They choose to play in the garden and the childminder supports this decision well ,well by playing alongside them and extending their learning. Children laugh with delight as they explore water, filling buckets and watering cans with water and using it to clean the slide and pushchair. The childminder introduces additional

resources such as cloths to further enhance children's play. They pour water onto paving slabs and notice the marks this leaves, brushes are introduced which enable the children to make marks on the fencing. Children show great dexterity as they manipulate the brushes, making small and large brush strokes. Children explore nature, studying fallen leaves. The childminder asks the children what colour the leaves are and teaches them that leaves change colour from green,, yellow and brown. They listen attentively and show high levels of curiosity as they compare the size and colour of the leaves. Children enjoy looking for bugs in the garden using magnifying glasses and referring to books. The childminder plans outings to country parks to further extend children's learning, providing them with bug catchers and tick charts. This supports children in becoming independent learners. Consequently, children are acquiring the skills, attitudes and dispositions they need to be ready for the next stage of their learning.

Young children enjoy singing, increasingly experimenting with sounds and words. The childminder introduces props such as dolls to maximise children's enjoyment as they sing. She actively listens to the different messages young children are trying to convey. She then repeats and models the language to help them build sentences. The children enjoy group story times, the childminder reads with animation and enthusiasm. She actively includes everyone so they are able to participate at their own level. As children shake wet cloths on the lawn, the childminder asks, 'Are you splattering the water?' Children attempt to repeat this new word. All of this positively supports children's communication and language skills. Most storage units and posters have written and illustrated signs. However, some are limited to the written word which does not fully support younger children's literacy. Children's mathematical development is effectively promoted. They count at everyday activities such as 'One, two' as they put on their boots. At water play the childminder asks the children, 'How much water is left in the bowl?' This introduces mathematical words such as 'empty' and 'full'.

Children's physical development is progressing well. The childminder provides y have access to various activities requiring the use of tools such as dough cutters, painting brushes and writing implements. Children They abably manipulate these tools to create artwork which the childminder puts on display on the walls and in their learning records. Children learn about the wider world through planned activities such as Hanukah. They listen to the Hanukah story on an electronic device. The childminder shows them a Menorah and explains to them that it is lit during the eight day holiday of Hanukah. At snack time the children are given a banana and eight bread sticks to make their own Menorah.

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

The childminder is highly skilled and committed in helping new children settle. She spends time talking to parents at the start of their contract to make sure she is extremely well informed about the needs and routines of all children. The childminder ensures that she sets out preferred resources such as train sets to help settle anxious children. This eases the transition from home to her care and minimises stress to children. Children have developed excellent bonds with the childminder; they enjoy snuggling up together for

story times and benefit from reassuring comfort, reaching their arms to the childminder for cuddles. Children see their artwork and photographs of themselves displayed on the walls which boosts their self-esteem and provides them with an excellent sense of belonging. They excitedly point to photographs of themselves and their friends by their towel hooks. Children's behaviour is exemplary and they are continually engaged in purposeful activities that keep them engrossed and occupied. They have a very good awareness of right from wrong. Older children help to write rules for the setting. This gives children an ownership and real understanding of what is expected of them. They play cooperatively and take care of the play resources and environment, helping to put things away after use.

Children are highly knowledgeable about keeping themselves safe as they practise the monthly fire drill, confidently evacuating from the childminder's home. They learn how to master skills, such as getting in and out of the car safely. They are familiar with the well-practised routine and stand still, touching the car whilst other children are lifted out. The childminder praises the children saying, 'Well done, you must stay by the car to keep safe'. Children recognise the changes in the safety of their environment as they play and get cloths to mop up spills of water to avoid slips. As they play with the toy iron the childminder takes this opportunity to further raise children's awareness of safety saying, 'Be careful, is it hot?' The child looks and says, 'Hot, ouch'. The child holds her baby doll away from the iron to keep them safe.

Children develop an extremely positive approach to healthy lifestyles. They play outdoors on a daily basis and enjoy an extensive variety of outings within the local community. For example, they explore the country and play on large equipment at parks. These experiences support children's physical development extremely well and enable them to enjoy fresh air and exercise routinely. Children learn about healthy eating through interesting first-hand experiences, such as planting and growing fruit and herbs in the garden. They gather ripe strawberries, blueberries and raspberries and eat them at snack time and use them during baking activities. The childminder has researched healthy eating in children which support her written menus. Consequently, children benefit from extremely well- balanced meals which include a good balance of protein, carbohydrate and vegetables.

Children benefit from having access to an extensive range of resources and equipment which offer challenge and promote their learning. These include a comprehensive range of posters and play equipment that reflects cultural diversity. The stimulating toys are extremely well organised to supports children's independence and choice.

Children are exceptionally independent, including in and in their self care skills, and from an early age they use the step to reachaccess the sink for hand washing. The childminder makes hand washing fun, singing songs whilst reminding children to wash between their fingers and the back of their hands to remove germs. They know to use their individual towel to dry their hands.

## provision

The childminder has a good knowledge, understanding and awareness of the safeguarding and welfare requirements. She has attended safeguarding training and is secure in her knowledge of child protection issues. The childminder conducts risk assessments of the numerous outings that she takes children on to help keep them safe. She visits the venues before taking the children to them, to consider the safety and suitability according to children's ages and needs. Children wear high visibility jackets on outings and learn how to cross roads safely. Safety measures within the home include gates, which helps the childminder safely monitor children's access to the kitchen.

The childminder is committed to improving her service. She recognises evaluation as being crucial in being able to prioritise and target areas for improvement. She completes various forms of self-evaluation and gains feedback from parents via questionnaires. Comments and suggestions from parents are addressed to improve her practice. For example, following feedback from a parent she now offers them a written log of what their child has eaten each day. The childminder meets regularly with other registered childminders and her mentor where they share ideas and good practice. She is part of a local authority assurance scheme and her development officer notifies her of any changes in legislation and requirements. The childminder embraces any relevant training opportunities to develop her knowledge and skills in all areas of child development and is currently attending Equality Named Co-ordinator training. This demonstrates her continual commitment to professional development and improvement.

The childminder has a good understanding of the learning and development requirements. She spends time with parents at the start of the contract, talking about the abilities of their children. This enables her to have a clear understanding of the starting points in their development. The childminder carries out detailed observations and enters these into children's learning records, along with photographs and examples of their work. Parents share 'wow' moments from home which are added to these records. Partnerships with parents are very good. Parents are fully involved with all aspects of their child's learning and care. Regular text messages, phone calls and daily diaries keep them very well informed about their children's time at her setting. Parents express their appreciation of the welcoming, professional approach of the childminder and they highly value the service she provides. Parents' comments include, '...my children are safe and secure', '...she has a genuine understanding of their needs and responds to them personally' and '...excellent communication with parents'. The childminder has established good links with nurseries that children also attend, sharing information face to face with key workers and via link books to ensure child benefit from a highly consistent approach.

## 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	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>	EY462127
<b>Local authority</b>	Dorset
<b>Inspection number</b>	919892
<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>	4
<b>Number of children on roll</b>	8
<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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