

<b>Inspection date</b>	07/10/2013
Previous inspection date	14/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision is satisfactory**

- Children make good progress in their learning and development. This is because the childminder provides a wide range of purposeful and carefully planned play opportunities, which reflect children's individual learning needs and stage of development well.
- The home environment is welcoming and stimulating, helping children to feel settled, secure and become active learners.
- Children receive consistent support and encouragement from the childminder, which helps them to manage their own behaviour appropriately and form strong relationships with others.

### **It is not yet good because**

- The childminder has failed to notify Ofsted of a change in household members, which is a breach in the legal requirements.
- The childminder does not make sure that the premises are secure at all times, to keep children safe.
- Hand drying procedures do not help to reduce the risk of germs being spread, therefore, compromising children's ongoing health.

## 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 took account of the provider's self-evaluation.
- The inspector observed activities within the childminder's home and garden.
- The inspector looked at children's assessment records and planning documents and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account written statements from parents.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her partner and their young child in the Fortuneswell area of Portland, Dorset. All areas of the childminders home are included in the registration, with care mainly provided on the ground floor, which includes a lounge and kitchen. Toilet facilities are located on the first floor along with a bedroom for sleep and supervised play. There is a garden for outdoor 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 three children on roll, all of whom are in the early years age group. The childminder receives the government funding for the provision of free early education for two-, three- and four-year-olds.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure the premises and outside areas used by children are secure

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

- improve hand drying procedures to help to minimise the risk of cross infection.

## Inspection judgements

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

Children are confident, interested and keen to learn. They are eager to take part in the broad range of fun activities the childminder offers. The childminder is enthusiastic and gets fully involved in the children's play. She makes very good use of discussion and open-ended questions as children play. This encourages children to think through their ideas and problem solve. For example, as children use the construction set, they consider how many more bricks they need to make the bridge. The childminder asks them 'Do you think two more bricks will be enough?', encouraging them to estimate and engage in simple mathematical problems. Children join in happily. Activities fully reflect children's individual interests and children have lots of opportunities to make choices in their play. The childminder listens to children's requests and supports them in accessing the resources they need to carry out their own ideas. For example, as a young child arrives they ask the childminder for 'cakes' and point to the outside area. The childminder identifies that the child wants to play with the kitchen set outside, an activity they have enjoyed previously.

Together they find the equipment they need and set this up in the courtyard. The addition of dried pasta to the activity enables children to extend their skills in sorting, counting, measuring and stirring. They mix, stir and pour using the wide range of tools and equipment available, which motivates and inspires them to get fully involved. The childminder and all the children join in with the role-play learning to play together. Children enjoy books and stories. Children access a wide selection of books. Sometimes they enjoy looking at a book by themselves, turning the pages and lifting the flaps, copying the language they have heard the childminder use previously. Children also enjoy sitting comfortably with the childminder and sharing a story. She encourages them to count, point and talk about what they see, encouraging them to listen and extend their use of vocabulary.

The childminder monitors children's progress well through using written observations supported by photographs of children engaged in play. She links these to the areas of learning, which helps the childminder to accurately assess where children are at in their learning and plan precisely for their next steps. Monthly planning links directly to children's interests and ideas and is totally flexible to allow for children's constantly changing interests and needs. This means that children make good progress in all areas of learning and are very well prepared for the next stage in their learning.

Parents regularly share information from home about their child's learning and contribute to the children's learning folders, which they are able to see whenever they choose. This helps to keep parents fully involved and informed of their child's progress, development and next steps. The childminder is preparing to complete the progress check for two-year-olds alongside summary assessments for all children.

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

Children receive appropriate levels of supervision as they play. Although the childminder has considered safety and completes risk assessments, she has not taken steps to ensure her home is fully secure at all times. The gate into the courtyard has a high handle, which prevents children from leaving unsupervised. However, the childminder does not always secure the gate or the main access door to the property to ensure uninvited visitors cannot gain entry. Nonetheless, children are supervised at all times and this reduces any risk to children's safety. The childminder has a confident understanding of safeguarding procedures. She has updated her training, which prompted her to update her own policies and procedures to further help support children's welfare. This helps to ensure she has the information she needs to take appropriate and prompt action in the event of a concern.

Children are very happy and settle well in the welcoming family home environment. Children form strong bonds with the childminder and establish good friendships with other children attending. This is because they learn to play well together due to the consistent expectations and boundaries about their behaviour. Children are polite and receive praise and encouragement from the childminder to reinforce their positive actions. When there are disagreements, the childminder gets down to the children's level and chats to them gently about taking turns and sharing. The childminder reminds children about simple

boundaries which are in place to keep them safe, helping them to learn about personal safety. For example, the childminder talks to children about the types of toys which are safe for babies to play with and also reminds them to sit down and not stand on furniture so they don't fall. The childminder has a good understanding of children's individual needs. This means she is able to respect and support children so they feel settled and secure. Children are encouraged to be increasingly independent. They help to pour their own drinks at snack time and have a go at putting their own shoes on. The childminder's home is welcoming and supportive of high quality play. Photographs of minded children displayed on the walls give children a strong sense of belonging. A wide range of good quality resources are within easy reach. Children can use the picture cards to select from additional resources, which are stored upstairs due to limited space. Children enjoy outings locally and attend children's centres, toddler groups and music groups to extend their experiences.

Children enjoy healthy snacks and drinks throughout the day. They make their choices from dried and fresh fruit and toast along with a drink of milk or water. Although they are encouraged to follow good routines with regards to hand washing, the childminder does not always provide them with the appropriate resources to maximise the benefits of these routines. For example, after washing their hands, children use the same hand towel to dry them, increasing the risk of germs spreading. Children enjoy many opportunities to be physically active. They regularly visit indoor and outdoor play areas and participate in music and movement sessions. Space in the home allows children to use push-along toys, supporting them in developing control and co-ordination in their movements.

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

This inspection was prompted due to a notification to Ofsted from the childminder, which related to one incident when a child was injured by the family dog. This happened when children were playing outside in the childminder's garden. This raised concerns about supervision of children when they are around animals. In view of this, the childminder has reviewed her practice in relation to the safety of children when around animals. She has taken appropriate action to ensure the dog is kept separate from minded children at all times. The childminder has sought professional opinion as to the dogs' nature and personality and has followed advice about the use of a muzzle if having to move the dog through an area used by the minded children. The childminder took appropriate steps in reviewing her risk assessments and informing parents of the incident and this demonstrates a positive commitment to prioritising the safety of the children.

The childminder has a good understanding and awareness of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. However, her knowledge of the safeguarding and welfare requirements is less secure. The childminder has failed to inform Ofsted of a change in household members following the birth of her own baby. This is a breach in the legal requirements. Ofsted does not intend taking action on this occasion. This is because there is no direct impact on children's welfare as the childminder has continued to operate within the maximum ratio

requirements. The childminder also fails to meet the requirements of the compulsory and voluntary parts of the Childcare Register with regards to security of the premises and changes to people.

The childminder is keen to make positive changes that help to improve the outcomes for children. She regularly attends training and makes changes to her practice and written policies as a result. The childminder seeks advice and support from early years professionals, and is a member of the Dorset Quality Improvement Scheme. The childminder closely monitors children's learning and development to ensure they receive an educational programme, which supports them well in all aspects of their learning. The childminder has made some changes since her last inspection, which have led to children having a better awareness of personal safety. However, she has not sufficiently improved her systems for monitoring and reflecting on safety to ensure that all areas of the home are secure.

Parents state they are very happy with the service the childminder offers and that their children enjoy attending. Parents value the service the childminder offers and the support she gives to children. Parents enjoy daily information about routines and events, and are encouraged to share information about events in children's home lives. This helps the childminder to relate well to the children and meet their individual care and learning needs well. The childminder has established effective links with other settings that children also attend, helping them all to work consistently in supporting children the best they can.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of the person who is caring for children (compulsory part of the Childcare Register)
- keep Ofsted informed of any significant event (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of the person who is caring for children (voluntary part of the Childcare Register)
- keep Ofsted informed of any significant event (voluntary part of the Childcare Register)

## 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>	EY416034
<b>Local authority</b>	Dorset
<b>Inspection number</b>	934249
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/03/2011
<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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