

Inspection date

Previous inspection date

10/12/2013

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's personal, social and emotional development is promoted well. This is reflected in the warm, caring relationships that clearly exist for children so that they feel, and are, happy.
- The childminder has a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Children make good progress as a result.
- The childminder has established good links with the parents and together they agree best ways to support children's well-being, routines and learning. From an early age children learn about how to keep safe, in the home and on outings.

It is not yet outstanding because

- The childminder provides books that show positive images of diversity, however these are on loan and therefore not always accessible for children.
- On occasions some painting activities are not sufficiently resourced to enable children to fully explore colour.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at children's learning records, planning documentation, policies and documents used to support the setting.
- The inspector took account of the views of parents provided in a letter.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed the children during play and observed their interaction with the childminder.

Inspector

Maria Lumley

Full report

Information about the setting

The childminder registered in 2013. She lives with her two school age children in a house in Canford Heath, Poole. The main area downstairs is used for childminding, although sleeping facilities are also available upstairs. There is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is one child in the early years age range on roll.

What the setting needs to do to improve further

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

- further develop resources to support children in learning about diversity
- extend the range of painting resources available to children to enable them to explore fully their creativity.

Inspection judgements

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

When children start with the childminder, she discusses their particular abilities, needs and interests with their parents. She uses this information, plus her own observations, to establish each child's capabilities and starting points. The childminder has a secure knowledge of the areas of learning, child development and how children learn. Using this knowledge, guidance documents and her ongoing observations, she plans activities matched to each child's emerging skills and stage of development, offering additional support or challenge as required. She recognises that some children learn best and have increased concentration in the outdoor environment and organises play in the garden to maximise their learning. Children play for prolonged periods on the trampoline where they show good levels of control as they run and jump on the surface. The childminder introduces a ball and they count the number of bounces it makes, building children's early counting skills. They sing songs as they jump and young children join in with familiar words, developing their vocabulary. These experiences enable children to make good progress in their learning.

The childminder makes written observations in a learning record to monitor children's progress. Parents are able to regularly view their child's records and their feedback about their child's learning and development at home is welcomed. The childminder and parents work well together to support children's next steps such as the right time to start toilet training. This ensures a consistent approach. The childminder completes a written progress report for children aged two, liaising closely with parents, to check that children

are learning and developing within the expected developmental range for their age. These reports are shared with the health visitor and collectively they work to manage any issues such as agreeing best ways to manage healthy eating programmes.

Children enjoy using the magic writer to draw pictures and make marks. The childminder introduces simple pictures for children to copy; this offers more challenge. She gently assists children, supporting them to move the wand to create pictures. They draw spiders, and this prompts singing 'Incey Wincey Spider'. Children excitedly join in with the actions, using their fingers as spiders. Children enjoy exploring with paint and use brushes and their hands to make marks onto paper. However, as there is only one colour of paint provided, children cannot explore mixing colours and the changes that occur.

Play is predominantly child led with good adult support. When children ask for water play the childminder responds positively, filling a bowl with warm soapy water. She adds play figures, funnels, ladles, jugs and whisks to capture the children's interest and enjoyment. Children become engrossed, mesmerised as they pour water from one container to another. They show great dexterity and hand eye coordination as they use the ladle to pass water into a yoghurt pot. The childminder introduces simple mathematical language asking, 'Is it full?' and 'Is it empty?' This makes children stop and consider what is happening. Children are developing good skills for future learning.

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

The childminder provides warm and friendly care to the children. They settle quickly and become confident in her care, forming strong and close emotional attachments. By finding out about children's care and health needs in advance of them attending, the childminder tailors care and manages the welfare of each individual child. The childminder quickly recognises the signs when children become tired. She gets their blankets and pillows from home, and these familiar comforters help children to quickly settle. Children take delight as they look at photographs of themselves at play; these images provide them with a sense of belonging. Children are well behaved and are familiar with daily routines such as taking their shoes off in the hall and helping to pack away toys. They attend a toddler group to enhance socialising opportunities. Through group activities, they learn cooperation, turn taking, sharing and friendships. This helps children prepare for their next stage of learning.

Children safety is given high priority. The childminder talks with children about how to keep themselves safe throughout the day. For example, reminding them to move slowly as they travel up and down the stairs to prevent injury to themselves. Children learn about crossing the road safely as they play with the train set and signals. The childminder teaches them that red means to stop and green indicates it is safe to move. This prepares children well for when they are out and about in the community. Children show an understanding of the importance of following good hygiene routines to keep healthy, washing their hands before eating. Parents provide all children's meals and the childminder liaises with them to make sure these are healthy and nutritious. Children engage in regular physical activities to support their physical development in play parks,

walks and play in the garden. They ably move their legs to activate movement of the play car, controlling speed and direction.

There is a good range of resources stored in children's reach to support children's learning and development. This includes an African garment that helps children learn about the wider world. In addition she uses community resources, such as the library, to extend her resources. However, these are not consistently available to always fully support children's learning.

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

Children are safe as the childminder is clear in her role and responsibility to protect them from harm. She has a good knowledge of safeguarding procedures including her clear written policy and knows what action to take if she has concerns about a child. She anticipates and minimises potential hazards, through vigilance and effective risk assessments, enabling children to play and explore freely. For example, mopping up spills during water play to avoid slips. The evacuation drill is practised to make sure that children are familiar with the procedure without being fearful. Documentation is well organised and readily available for inspection. Comprehensive details are gathered about the children and parental consents are obtained so that children are cared for according to their parents' wishes. A parent information pack offers parents an overview of her childminding service. Clear, written policies are shared with parents to ensure they are fully informed about her practice.

Parents are involved in their children's learning and development and have free access to learning records. The childminder keeps parents well informed about children's progress through verbal discussions and daily diaries and together they agree best strategies to support children's continued learning. For example, withdrawing dummies during the day to support children's speech and language development. Written comments from parents evidence their positive views on the provision.

The childminder demonstrates a commitment to continuous improvement through attending regular training. She has recently completed safeguarding and special educational needs coordinator training to develop her skills and knowledge in these areas. She is registered on a workforce website that alerts her to training courses. The childminder identifies her areas for development such as getting a shelving unit to improve the organisation of resources. These continuous improvement plans evidence her commitment to continued development at her setting.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY463108
Local authority	Poole
Inspection number	922120
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
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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