

## Inspection date

Previous inspection date

09/01/2014

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 understanding of children's individual needs, and successfully promotes their personal, social and emotional development; as a result, children are settled and content.
- Partnerships with parents and carers are strong and help the childminder to provide for children's individual care, learning and development.
- The childminder has effective systems in place to assess and monitor children's progress; she uses these effectively to support children to move onto the next stage in their development.
- Children receive clear and consistent guidance about what is acceptable behaviour. As a result, they learn to share and take turns with others in their play.

### It is not yet outstanding because

- The childminder does not always gear creative activities to younger children's abilities and stages of development.
- Children are not always supported in following regular hygiene practices through the day, such as washing their hands before eating snacks.

## 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 interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the childminder's documents relating to the Statutory Framework for the Early Years Foundation Stage, including children's assessments.
- The inspector looked at the childminder's self-evaluation systems and letters from parents.

## Inspector

Dinah Round

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her two school-age sons in Corfe Mullen, Dorset. Most areas of the home are used for childminding purposes. There is a dedicated playroom, sleep and toilet facilities on the ground floor, with access to the front garden for outdoor play. A living room, kitchen/diner and bathroom facilities are available on the first floor. The family has two rabbits. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for five children, four of whom are in the early years age group.

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

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

- help children develop more awareness of healthy practices by supporting them in following good routines, with particular regard to hand washing
- develop creative play experiences further so that they engage all children, particularly younger ones, by encouraging them to use their senses to freely explore and investigate.

### Inspection judgements

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

The childminder has a good understanding of children's individual interests and stages of development, through the strong partnerships established with parents and carers. The settling-in sessions enable her to gain detailed information about children's routines and preferences when they first start. Informal discussions with parents and carers, alongside details on the children's 'All about Me' forms, are used well by the childminder to settle children and help her organise future activities. Parents and carers are encouraged to get involved in their children's learning and to share the children's achievements at home. This enables the childminder to work together effectively with parents and carers, to support children's learning and development.

The childminder plans a broad range of interesting and stimulating play and learning activities. Children are fascinated as they shake the box wrapped as a present and try to guess what is inside. The childminder listens to the children and skilfully asks questions to develop their thinking skills. For example, she encourages the children to consider if an elephant could fit inside the box, which promotes lots of discussion around size and shape. The childminder extends the activity to introduce new words, such as 'heavy' and 'light', which helps to build on the children's vocabulary. Children benefit from the childminder's

positive interaction and have fun joining in the play activities. The use of regular assessments helps the childminder to effectively monitor children's progress and identify any gaps in their learning. She makes effective use of her ongoing observations and assessments to plan future activities to support children's learning. As a result, children are making good progress in their learning, in relation to their starting points.

Children are developing the skills they require for the future. The childminder encourages them to learn to do things for themselves, such as using the scissors to cut the paper. The children concentrate well as they find different pieces of the puzzle to make the picture of the train. The childminder offers sensitive support but is careful not to take over, allowing children time so they are able to work out which shape and size fits the pattern. As the children achieve this, they tell others with excitement, 'yes, that fits', which helps to boost their confidence and self-esteem. Children enjoy listening to stories and the childminder extends the children's learning by asking questions and encouraging them to count how many birds are in the pictures. This helps raise children's awareness of number and introduces them to mathematics.

Children have access to a range of creative play activities both in the home and when attending local groups. This includes exploring various materials and mediums, such as paint, play dough and water. However, at times, planned activities are too advanced for the younger children. For example, after a story about a cat, the children are given pictures of a cat to colour in, but the younger children find it too difficult and quickly lose interest. Children's physical development is supported well. They go on frequent walks and have regular use of the childminder's garden for outdoor play activities. For example, when it is wet, they put their wellington boots on and go outside to run and kick the footballs. This provides them with fresh air and exercise, and helps to develop their coordination skills.

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

Children have a trusting relationship with the childminder and as a result, they are happy, settled and content. The childminder is fully aware of children's individual needs and adapts her routines to meet these. Consequently, the childminder knows children well and quickly recognises when they need an extra cuddle and some reassurance. Her calm and caring approach means that children feel safe and secure. This successfully supports their emotional development. The use of a daily diary is effective in promoting a good two-way exchange of information between the childminder and parents and carers. The childminder balances her attention extremely well, making sure that all children feel valued and included. She manages children's behaviour effectively and provides them with clear and consistent messages. For example, when two children want to play with the same pram, the childminder talks to them about the importance of sharing with others. Children listen, and play with a different pram as they wait to have a turn. They receive regular praise and encouragement from the childminder. This helps to build the children's confidence and makes them feel good about themselves.

Children benefit from the provision of a dedicated playroom with a selection of resources

stored in easily accessible boxes and units. This promotes their independence as they can freely select their toys and play activities. The childminder gives high priority to children's safety. She continually checks the areas children use around her home to help her identify and minimise risks. This means that children are able to explore their surroundings freely and safely. Children take part in fire drills and they are confident to talk to others about the 'peep peep' sound of the smoke alarm, demonstrating that they are gaining an understanding of emergency evacuation procedures. The childminder follows clear procedures to keep children safe when on outings, such as planning her route to minimise walking by the main road. She uses wrist straps and reins for the younger children and talks to all children about road safety. This develops children's understanding of how to keep themselves safe when on outings.

Children are encouraged to keep healthy lifestyles. The childminder offers them a wide range of healthy and nutritious foods, and makes sure that they have regular drinks. She liaises closely with parents and carers about the younger children's feeding routines and supports them to learn to feed themselves. At times, children are encouraged to use the step to wash their hands independently. However, the childminder misses some opportunities to make sure that good hygiene routines are followed consistently, as children do not always wash their hands before they eat their food. This does not encourage children to develop good habits. Children enjoy the benefits of daily outdoor play activities and regular walks around the local community. The childminder talks with the children about the importance of wearing their coats to keep themselves warm and healthy.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good knowledge of how to keep children safe and follows this through in her practice. The childminder's policies and procedures are shared with parents and carers, so they are clear of her role and responsibilities. All required documentation is in place to effectively support children's safety and well-being. These are stored so they are kept confidential and secure. The childminder is clear of her role to safeguard children and the procedures to follow in the event that she has any concerns about children in her care.

The childminder attends specific training courses and events to develop her childminding role, such as managing children's behaviour. She shared that following a workshop about making mathematics fun, she has implemented some new activities to support children's learning further. Effective assessment arrangements are in place, including the progress check for two-year-old children. This means the childminder is monitoring the children's achievements to help her support their ongoing development. The childminder is continuing to review her practice to discover ways she can improve the outcomes for children. For example, she has identified some additional play activities she can include in the outdoor play space, to enrich the children's learning experiences. The childminder has

a positive attitude to the ongoing development of her provision. She links closely with other childminders and professionals to help her reflect on areas for development.

The childminder has positive relationships with parents, carers and others. She liaises with other early years settings that children attend; for example, when collecting children from pre-school, she makes sure that she always talks with a child's key person. This helps to provide continuity for children's care, development and well-being. Parents receive clear information about the childminder's provision, which includes the completion of contracts. Parents and carers speak positively about the childminder's provision and comment about 'her welcoming manner and professional, yet caring attitude'. They particularly like the way the childminder works in partnership with them to ensure the children's needs are met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	EY463546
<b>Local authority</b>	Dorset
<b>Inspection number</b>	924444
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

