

Inspection date

Previous inspection date

04/02/2014

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 works effectively with parents to settle children in, and provides children with comfort and reassurance. Consequently, children form warm and secure attachments with her.
- The childminder monitors and promotes each child's learning effectively. As a result, children make good progress in their learning.
- The childminder supports children well in leading their play and exploration. As a result, children are happy and explore with interest during their play.
- The childminder maintains good standards of health and safety in her home and on outings; this helps to ensure children are kept safe and secure.

It is not yet outstanding because

- The childminder misses some opportunities to talk about and name shapes with children in their play, to help them further develop their interest and understanding of this mathematical concept.
- Occasionally the childminder misses opportunities to enhance children's sense of self and to help them learn about people and communities, for example by displaying photographs of themselves and their families.

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 and the quality of the childminder's interaction with the children.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the Statutory Framework for the Early Years Foundation Stage.

Inspector

Bridget Copson

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three children in Poole, Dorset. Children have use of a living room, kitchen and conservatory/dining room on the ground floor, and one of the family bedrooms for sleeping and a bathroom upstairs. There is an enclosed area of garden available for outdoor play activities. The family has a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has three children on roll 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:

- develop children's interest and understanding of shape further, for example by providing more opportunities to talk about and name shapes around them
- enhance children's sense of self and understanding of people and communities by, for example looking at photographs of themselves and their family members.

Inspection judgements

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

Children are making good progress in their learning, in relation to their starting points. This is because the childminder plans and assesses children's learning accurately. The childminder records observations of children each week in their learning journey, to monitor their interests and progress. She uses this information to plan their next steps of learning in activities that stem from their interests. The childminder successfully engages parents in contributing information about how their child is progressing at home. For example, parents text information to her and contribute to the summary report of their child's progress. The childminder also provides parents with the required progress check for two-year-olds. This all keeps parents informed and involved, to further promote their child's development.

The childminder knows the children she cares for well and plans activities to capture their interest. She shapes and adapts these activities to ensure each child is fully included and involved. For example, children enjoy using their hands to squeeze and explore cooked pasta in trays, and use containers to fill and empty trays of crunchy cereals. This promotes individual children's interest in messy play while ensuring the activity is safe for younger

children to get involved with. The childminder encourages children to lead their own play and exploration by moving toys and materials around her home. As a result, children are interested and maintain attention well in their play.

The childminder interacts with interest and warmth in children's play, providing close comfort and reassurance. As a result, children develop close and loving relationships with her, and explore freely and confidently. The childminder provides children with lots of support to help them succeed in their learning. For example, she shows children how to make sounds on a wooden frog percussion instrument by using a stick and how to work activity toys successfully. She provides challenge with questions to encourage children to think and organises new activities for them to experience. This helps to promote children's future learning skills and school readiness.

The childminder supports children well in developing good communication and language skills. She talks to children about what they are doing in their play and asks simple questions to encourage them to tell her things. The childminder uses picture books to extend children's vocabulary and understanding, and encourages younger infants' babbling and sounds with encouragement and praise. The childminder extends children's learning opportunities by interacting in their play purposefully. For example, she counts aloud with children and talks about the full and empty containers they fill and empty with dried cereals. This helps to promote children's early mathematical development. However, the childminder misses some opportunities to talk about and name shapes with children in their play, to help them develop a better interest and understanding of this aspect.

Children enjoy many activities within the local community, which provide different experiences and the opportunity to play with others. For example, they visit parks to look at animals, walk locally to splash in puddles, and visit the playgrounds and soft play centres to develop their physical skills. Children join in with group play sessions to learn about other cultures and beliefs, such as finding out about the Chinese New Year. However, children do not see many photographs of themselves or their families in the childminder's home. This does not help to further promote their sense of self and to help them learn about people and communities. The childminder helps children to use their senses and imagination well when exploring different textures, media and materials. They explore soft pasta, crunchy cereal and paint, and combine coconut conditioner and corn flour to make 'snow dough'. Children also enjoy exploring the sounds of different musical instruments and listen to songs that the childminder sings along to. This all helps to promote children's expressive arts and design skills successfully.

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

The childminder works successfully with parents to help children settle in and to learn about children's care routines and needs. She provides a daily routine of activities in which she includes each child's own routine. This helps children feel secure in the move between their home and the childminder's care. The childminder provides children with a good range of toys, which are stored in low level units and floor boxes. This enables children to choose and lead their own play and exploration. The childminder helps children to develop

positive attitudes and good behaviour. She is a calm and gentle role model, providing consistent messages to help children learn to play kindly, be gentle and to share. This all helps to promote children's personal, social and emotional development successfully.

Children are developing healthy lifestyles. They play within a safe and secure home in which the childminder supervises them closely. Children learn about keeping themselves safe effectively. For example, they learn not to climb on furniture and how to manage steps safely, and the childminder supports younger children's developing mobility in safe spaces. Children benefit from regular outdoor play opportunities in which they move in different ways and play in the fresh air. The childminder provides children with healthy fresh fruit snacks and nutritious meals, as agreed with parents. Children sit and eat together around the table. This promotes good eating habits and provides happy meal times in which children eat well to ensure they are nourished throughout the day.

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

The childminder has a very secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. The childminder completes regular risk assessments of her home and the outings children are taken on, and carries out emergency evacuation procedures with children. This further helps to keep them safe and secure.

The childminder demonstrates a good commitment to further improving the quality of children's care and learning. She evaluates the activities she provides for children and has started to complete a written self-evaluation form. This ensures improvements are identified, such as providing parents with questionnaires to encourage them to contribute their views of her setting more effectively. The childminder seeks the guidance of the local authority to develop her knowledge and skills. As a result, she has improved the planning and assessment systems, which she now uses to successfully promote children's learning and development. The childminder has also attended an inclusion course over ten weeks to help her promote children's individual needs more effectively.

The childminder establishes successful partnerships with parents. She provides parents with clear information about her provision. This includes her policies and procedures, and a parent information sheet about how to get involved with the Statutory Framework for the Early Years Foundation Stage. The childminder keeps parents well informed with face-to-face communication, daily home diaries and displays. She values parents' involvement and adapts her systems to engage all parents, such as providing scrap books instead of daily diaries on request from parents. The childminder encourages parents to contribute their views. Parents state they know their children are 'in good, safe hands', their children's speech has come on tremendously, and the childminder keeps them very well informed each day. The childminder meets with the other early years settings children also

attend, to help ensure continuity of their care and education.

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

Unique reference number	EY465969
Local authority	Poole
Inspection number	932817
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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