

Inspection date

Previous inspection date

05/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy in the childminder's care and engage in a suitable range of activities that are appropriate to their age.
- The childminder has established links with other early years settings children attend to promote consistency.
- Children enjoy lots of choice in what they want to play with as the childminder organises toys well to ensure they are easily accessible.

It is not yet good because

- The childminder does not make effective use of her observations to help her plan activities that provide good levels of support and challenge for children's learning.
- There is inconsistency in the level of information the childminder gains from parents when children first start, to ensure she supports children's individual care needs well at all times.
- The childminder has not established an effective system of self-evaluation to help her continue to improve her practice.

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 within the childminder's home.
- 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 of the written views of parents and carers.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and young child in a residential area of Shaftesbury in North Dorset. All areas within the childminder's home are used for childminding, with care mainly provided on the ground floor which includes access to toilet facilities. There is a garden for outdoor play. The childminder 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 six children on roll, all of whom are in the early years age range.

What the setting needs to do to improve further

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

- Improve the use of observations to help plan and provide activities that support and challenge children's specific learning needs
- Gain detailed information about children's individual care needs and starting points from all parents.

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

- implement effective systems for self-evaluation to help identify strengths and prioritise areas for future improvement.

Inspection judgements

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

Children are happy in the childminder's care. The childminder provides children with a suitable range of activities and experiences which are generally appropriate for their age group. The childminder is developing her understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Although the childminder has started to make some observations of the children as they play, she does not make effective use of this information to help her when planning activities. This means that although children take part in the activities on offer, they are not always sufficiently well supported or challenged with regards to their specific learning needs. For example, the children have sequins and pre-cut shaped paper to make a valentine heart. However, the tools provided are difficult for the children to use independently which means that they lose interest and move on to another activity. Children enjoy using the coloured bears to sort and copy patterns. They identify some of the colours and are

sometimes encouraged to count the numbers of bears they have collected. However, the childminder has not given full consideration to how she can challenge and support children's learning further through her own involvement and discussions. Children have access to a range of books. Some of these encourage children to lift the flaps or press the buttons, getting them involved in telling the story. The childminder offers some opportunities for children to explore materials such as pasta and water, enabling them to investigate and learn about the world around them. Children regularly attend toddler groups with the childminder. This provides them with a wider range of experiences and opportunities to engage in play with children of different ages to develop their social skills. The childminder makes available small world vehicles and toys to foster children's particular interests. Children decide to build a train track. They look carefully at the pattern of the connections to join the pieces successfully. 'Choo' they say as they run the train around the track they have created by themselves, proud of their own achievement.

The childminder gains a basic awareness of children's interests, but not always their starting points to help her plan appropriate activities. The childminder verbally shares information about children's day with parents to keep them informed. She has recently started to use a computer programme to record information about children's experiences and learning to give parents more opportunities to share this information on a secure network. The childminder has linked with other settings children also attend, helping to provide consistency for these particular children. For example, she has introduced some use of sign language to enable children to communicate their needs.

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

Children settle within the childminder's home. They build comfortable relationships with the childminder and her family. At times, the childminder lacks a full understanding of children's starting points, care needs and routines. Although she has produced 'all about me' forms to gather information, she is not always proactive in getting parents to complete these before children start to give her a secure understanding of their specific needs. For example, she is not always clear on daytime sleep routines to enable her to reflect children's home experiences and help children to feel fully secure. Children are learning to share and take turns through their activities. The childminder reminds children about boundaries and expectations within the home which helps them to manage their own behaviour. She gives simple explanations to help children understand why boundaries are in place, such as asking them not to climb on the sofa as they might fall and hurt themselves. This helps children to start to learn how to support their own safety. The childminder completes risk assessments of her home and for outings. This supports her in identifying and addressing safety issues. She ensures her home is secure and takes steps to keep children safe on outings, such as using safety reins where necessary to keep children close by.

Children access a suitable range of toys and resources. Many of these are stored well to offer children easy independent access and ability to make choices in their play. The childminder makes use of the local toy lending library to increase her range of resources to better support children's needs. The children sometimes take part in activities that

reflect festivals from around the world, such as making lanterns for Chinese New Year. This provides children with some opportunities to develop a respectful awareness of diversity. The children go with the childminder on local walks and visit play areas, providing them with opportunities to develop physical skills. The childminder provides children with nutritious snacks such as fresh fruit, which helps them to make healthy choices. Children have drinking water available at all times, preventing them from becoming thirsty.

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

The childminder demonstrates a satisfactory awareness of the requirements of the Statutory Framework for the Early Years Foundation Stage. She is willing to make improvements by seeking advice from early years professionals and attending training. However, she has not implemented an effective system which enables her to monitor and evaluate all aspects of her provision to continue to identify and address areas for future improvement.

The childminder has a secure awareness of safeguarding issues. She has attended child protection training and has developed her own written policy and procedures. This helps to ensure she can deal with any safeguarding concerns promptly should they arise to support children's welfare. The childminder maintains accurate records of children's attendance, further supporting children's safety and welfare.

Parents receive information about the service the childminder offers, including her written policies and procedures. The childminder verbally shares information and discusses events at the end of each day, helping to provide parents with a picture of children's experiences.

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	EY460849
Local authority	Dorset
Inspection number	933614
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
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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