

Inspection date

28/02/2014

Previous inspection date

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 is kind, caring and creates a warm and welcoming environment for the children and their families. Consequently good relationships develop and children feel safe, secure and ready to play and learn.
- Children make good progress because the childminder has a secure understanding of how best to support children and closely monitors their learning and development.
- The childminder safeguards children well as she has a thorough knowledge and understanding of her responsibility and role in keeping children safe from harm.
- Children are independent and active learners because the childminder sensitively enables and encourages them to make choices and to do things for themselves.

It is not yet outstanding because

- Self-evaluation arrangements are not enhanced further to fully involve the views of parents and children and to clarify strengths and areas to improve that support children's achievements over time.
- There are fewer natural and open-ended resources available for children to explore and investigate to extend their thinking and creativity.

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 had a tour of the premises used for childminding purposes.
- The inspector observed children on the ground floor of the property.
- The inspector spoke to the childminder at convenient times during the inspection.
- The inspector viewed a range of documentation, including records of suitability.
- The inspector took account of the views of the parents through written comments.

Inspector

Josette Dyer

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three young children in Christchurch, Dorset. All areas of the premises are used for childminding, although children mainly use the ground floor. The first floor provides toilet facilities and sleep provision. The children have access to the rear garden for outdoor play. The childminder has a rabbit, gerbils and chickens all of which are kept in secure cages.

The childminder attends activities at the local children centre and goes on walks to the nearby woods on a regular basis. She also collects children from local schools and pre-schools. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is in receipt of funding for free early years education for children aged three and four years. She currently has four children on roll who attend a variety of sessions, all of whom are in the early years age range. The childminder operates all year round, Monday to Friday 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder is near completion of a relevant level 3 qualification. She is a member of the Professional Association of Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- build on current self-evaluation arrangements to clarify priorities for improvement and to fully incorporate the views of parents and children, to develop the good provision further
- increase opportunities for children to play and explore with resources that can be used in many different ways to further enhance their thinking and creative skills

Inspection judgements

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

Children confidently explore and play in this good quality provision. The childminder has a secure knowledge of the Early Years Foundation Stage and has a good understanding of how children learn. This significantly enhances children's experiences and leads to the consistent progress they make. The childminder carefully considers each child's individual needs and interests to plan developmentally appropriate and stimulating activities. A wide range of engaging resources is available for the children both indoors and out that support their learning in all areas of their development. Children eagerly choose what they would like to play with, for example children play with a pretend kettle in the 'home corner',

delighting at the sound it makes as they tip it up and down. However the childminder is currently building up the provision of natural and open ended resources. This means there are fewer opportunities for children to choose resources that they can use for many different purposes to enhance their thinking and creativity further. In addition to the toys available the childminder has a 'choosing book' for the children to make further choices. This practice effectively prepares children for the future as they learn to be independent and active in making decisions about their learning.

The childminder is confident in her teaching skills and skilfully supports children's curiosity. For example, babies are fascinated by the 'squidgy' bags taped to a table. The childminder sensitively encourages the babies to touch the bags and then allows them to explore the bags alone. Babies press and prod them, noticing the glittery shapes and bubbles inside. The childminder skilfully uses her knowledge of each child to enhance their learning further, for example by modelling words such as 'bubble' and 'sticky' as they play. The childminder continues to extend children's developing language skills throughout the session. She gives babies good eye contact using facial expression, words and gesture to communicate. She values and responds to the babies' attempts at communicating, celebrating their squeals of excitement as they look at a book together. This boosts children's self-esteem, as they know the childminder values their contributions and comments. The childminder uses effective strategies to encourage babies just learning to walk to develop their skills. For example she places interesting activities on low level furniture, which encourages the babies to pull themselves into a standing position to play and explore. The childminder constantly praises children for their efforts, which enthuses the children, promoting their self-confidence and a 'can do' attitude. Children regularly play outside and older children have space to run, jump and slide in the well-resourced garden. They learn about nature and caring for living animals first hand, as they collect eggs from the chickens and feed the rabbit. Children enjoy walks to the local woods where they challenge their physical skills further as they climb trees and clamber over logs. The childminder stimulates children's interest in maths in a range of ways. She helps older children record how many birds they see in the garden on a white board placed near the window. Children see how tall they are as they stand against a number line, pointing to the numbers and recognising one correctly as '3'. Children use a range of equipment to help develop strong hands, such as hammers, building sets and toys with buttons and flaps. The childminder provides age appropriate writing materials for babies and children to begin to make their own marks. As a result of these experiences children are developing the key skills that prepare them for their next stage in learning and their eventual move to school.

The childminder works closely with parents from the start, sharing information to ensure she has an accurate view of each child's development at home. She uses this knowledge and her own observational assessment to effectively plan for each individual child's next steps in learning. The childminder uses ongoing assessment and a monthly summary to monitor children's learning and development. She carries out the required progress check for children aged two years at the appropriate time, which fully involves the parents. As the result of her close monitoring of children's progress, the childminder quickly identifies children's needs and interests to lead her planning. Consequently, all children are making good progress in their learning.

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

The childminder creates a safe, warm and welcoming environment for the children. Children see their photographs, names and work around the childminder's home, which helps them to develop a sense of belonging. They settle well because of the close links she forges with parents. Settling-in procedures are flexible to meet the individual needs of the child and parent. The childminder fully embraces the individuality of each child and this helps to ensure they feel respected and valued, boosting their self-esteem. For example, the childminder gathers in-depth information about the children to meet their needs from the earliest point. This effectively supports each child to feel safe and secure to be ready to play and explore. The childminder is kind and caring and sensitively supports the children's emotional well-being. For example she is quick to recognise when some of the youngest children are hungry and makes sure their snack is available to them. Once they have eaten, the children are happy to continue playing.

The childminder has a good knowledge and understanding of how to keep children safe. Children show they feel safe and secure as they go to the childminder for a cuddle or sit cosily on her lap for a story. Children learn about how to manage risk for themselves through play, for example whilst climbing trees in the local woods. The childminder uses good teaching techniques to help older children identify risk in their environment, for example by looking at a pictorial risk assessment and discussing their understanding of what the pictures mean. This supports children to learn how to keep themselves safe. Relationships are strong on all levels, older children share toys with babies, showing they are beginning to tolerate each other's differences. The childminder skilfully supports this development, for instance, by providing more than one copy of a favourite book for the children to share the same experience.

The childminder provides consistent messages in regards to the importance of leading a healthy lifestyle. She provides a choice of healthy snacks and meals for children and parents can provide food themselves. In either case the childminder works closely with parents to ensure children are eating a nutritious and balanced diet to give them the energy to learn and play. Children have a range of opportunities to be active indoors and outdoors, benefitting from daily physical exercise and being outdoors in the fresh air.

Children are independent and active learners, this is because the childminder encourages children to make choices in their play. She provides a well-resourced environment, both indoors and outdoors, that supports the children's all round development. She effectively supports their emotional well-being by noticing and responding to their fascinations. For example, the childminder facilitates some of the youngest children's exploration with masking tape, which leads to the children having their own ideas and choosing ways to do things as they stick pasta on the tape. The childminder strongly focuses on helping children to develop independence and manage their own personal skills. For instance they follow pictures in the bathroom that illustrate the steps they need to take to wash their hands properly. Consequently, children manage their own personal skills well appropriate to their age. This all helps towards emotionally preparing children for their next stage in their learning. Children regularly visit local schools as they drop off older children. The

children show interest in this busy environment and see children in their uniforms. This helps children to feel self-assured about what their future holds.

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

The childminder has a very good knowledge of the learning and development, and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a range of robust written policies, which help her implement her business consistently and share her ethos effectively with parents. Safeguarding is a priority to the childminder. She understands and knows the procedures to follow if she has any concerns about children in her care. This includes who to contact and the records she needs to keep. The childminder has a comprehensive written risk assessment that she regularly reviews and updates which helps to minimise any hazards in the setting, enabling children to play and explore in a safe environment.

The childminder is committed to continual professional development. Alongside those qualifications necessary to run her business, she has undertaken further training, for example in safeguarding children and inclusion. She is also working towards a formal qualification in childcare and education. This means the childminder is constantly increasing her knowledge and skills, keeping up-to-date with current thinking and legislation. This has a positive impact on the service she provides and supports her to deliver good quality childcare and education.

The childminder reflects daily on her practice, which enables her to quickly identify areas to improve in the service she provides. However, the childminder has not considered her overall strengths and areas to improve to help her clarify priorities for development. The childminder seeks the views of parents through questionnaires and of children through her observations. However, the childminder acknowledges that she does not consistently use these views to assist her in shaping the future of the provision.

The childminder shows a good understanding of working in partnership with parents and other professionals. She understands the importance of this to help ensure children receive consistency of care and the support they need to reach their full potential. She has already made links with local pre-schools to share information and is building links with local schools in preparation for children's eventual move to school. She works very closely with parents and provides them with good information about her service. This includes giving them a 'welcome' pack and asking them to read her policies and procedures. The childminder and parents regularly discuss the children's progress, and parents often contribute their own observations. In addition, she uses a communication book to share information, which is particularly supportive for parents who may not always be able to speak with the childminder. Written comments from the parents indicate they are very happy with the care their children receive. For example they say 'we appreciate all the fun adventures', their children are 'thriving' and that they are 'so confident' in the care the childminder provides.

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	EY465960
Local authority	Dorset
Inspection number	948730
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
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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