

Inspection date	13/02/2014
Previous inspection date	10/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 develops very positive relationships with parents which help her meet children's individual needs well.
- The childminder effectively assesses risks in her home and on outings which help her keep children safe and secure.
- The childminder is extremely well organised and children benefit from her clear understanding of her role and responsibilities.
- Children make good progress in their learning and development because they receive good support and encouragement from the childminder.

It is not yet outstanding because

- The childminder labels her toys boxes with pictures. However, she has not fully considered that she could extend learning further by adding words or by encouraging children to make their own labels or signs.
- The childminder does not always take full advantage of children's interests to encourage them to think about their game and how they could develop it further.

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 indoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled children's records and a selection of policies and regulatory documentation.
- The inspector read feedback from parents and self-evaluation documents.

Inspector

Marilyn Joy

Full report

Information about the setting

The childminder registered in 1988. She lives in a house in Wimborne Minster, Dorset. The house is within walking distance of the town centre. The ground floor is the main area used for childminding with sleeping and toilet facilities located upstairs. There is a garden for outdoor play. The childminder is currently caring for four children under eight years; of these, two 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:

- extend older by providing them with more opportunities to become familiar with and use words, letters and numbers in their play
- consider how you can use children's interests to extend their learning further by posing challenging questions that make them think and solve problems for themselves.

Inspection judgements

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

Children make good progress in their learning. The childminder knows what interests children and how she can extend their learning. Consequently, she makes sure she has resources ready for them to play with. She recognises children's interest in vehicles and encourages children to talk about the tractor they have brought from home. The childminder extends this by setting out a road layout for children to push their cars along. However, she does not always fully consider how she could develop this further. For example, by posing challenging questions and encouraging children to think about what road signs they might need at the road junctions, such as, stop signs or traffic lights. Generally, the childminder promotes children's language and communication skills well. She encourages children to talk about their experiences, such as moving house, and they find a book with the same theme. This prompts a discussion about what the new house looks like and about similarities with the story.

The childminder effectively monitors children's progress and plans their progression well. She continually shares her records with parents and they make lots of comments. Consequently, children benefit from this frequent flow of information because it enables parents and the childminder to work together to support children's learning. The childminder has a clear understanding of the requirements for the progress check for children aged between two and three years. She knows what to do if she has concerns

about a child's progression so that they receive the help they need.

The childminder organises a broad range of activities that encourage children's skills in all areas. Their progress folders contain many examples of craft activities. For example, there are examples of paintings, collages and cutting out. The childminder helps children create their own charts so they can look for shapes or specific objects, such as, a bird and a car. When they go for a walk, children record a mark when they find objects that are in the shape of a triangle and when they see a bird. This helps children realise that writing has as a purpose and meaning. However, the childminder does not add the names of the objects they are looking for to help children become aware of the written word or count up how many there are so they can record the number. Likewise, the childminder labels her toy boxes with pictures to help children know what is inside. However, she does not add the name of the contents so they can become familiar with the words. The childminder is creative with the activities she provides. She encourages children's communication skills well overall and introduces mathematical skills successfully through simple activities that children enjoy. Children learn about the world around them as they learn about the changing seasons and find out about people in the community and what they do.

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

Children are very settled in the childminder's care. They confidently choose what they want to do and enjoy the childminder's company in their play. Children behave well in the calm and caring atmosphere the childminder provides. They know what is expected of them because she has clear and consistent boundaries that they understand. They know they need to wash their hands at appropriate times, and are beginning to say please and thank you. Children benefit from the positive role model the childminder presents.

The childminder helps children prepare for future learning. She helps them become confident and independent individuals who manage their own personal care. She regularly takes children to toddler groups to help them become familiar with different environments and mix with other adults and children. Consequently, children feel more self-assured and able to manage in different situations.

The childminder takes children for walks daily and routinely talks to them about staying safe. For example, she teaches them about road safety. They learn they must be careful when walking near water and the importance of holding hands. The childminder has some equipment in her garden to encourage children's physical skills. For example, they practise manoeuvring wheeled toys around and playing with balls. The childminder takes children to the park to ensure she is fully extending their learning with more challenging equipment. Overall, the childminder has a good range of resources for all ages to support their all round development. Many are stored downstairs so they are easy for children to access and help themselves.

Children experience a healthy lifestyle with the childminder. She routinely helps them develop good hygiene habits and consistently follows them herself. The childminder shares

her food and drink policy with parents to make sure they are aware of the importance of providing healthy lunch boxes. The childminder constantly reviews her practice and responds positively to other ideas. For example, she talked about her plans for children to pour their own drinks of water and become more independent. Children benefit from the childminder's enthusiasm as it helps to motivate them.

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

The childminder is well organised. She has a secure knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. Consequently, all the requirements are met. The inspection was brought forward after the childminder notified Ofsted of a serious incident. Ofsted took action by setting a condition restricting a named individual's access to the premises while minded children are present. The childminder took immediate action and demonstrated she has a secure understanding of how to safeguard children in her care. Consequently, Ofsted removed the condition. The childminder has a thorough understanding of child protection issues and the procedures to follow if she has concerns about a child in her care. She completes thorough risk assessments of her home and outings. This helps her identify potential hazards and implement effective safety measures to keep children safe.

The childminder is experienced in caring for children and promoting their learning. She regularly monitors the progress they are making and shares this information with parents. This helps them work together to support children's progression. The childminder regularly reviews her practice and considers how she can improve outcomes for children. She attends training, when it is available, and shares information with other childminders at local support groups. The childminder has thoroughly met the recommendations raised at the last inspection. For example, she has developed her arrangements for planning and assessing children's learning and introduced self-evaluation processes. Consequently, children benefit from the childminder's more thorough evaluation of her practice.

The childminder develops extremely positive relationships with parents. She provides them with plenty of information about her childminding practice and keeps them up to date with their child's care and learning in writing and verbally. Parents provide the childminder with very positive feedback. They comment on how settled their children are and how much they enjoy the time spent with her. They feel well informed and satisfied about the care their children receive. The childminder works in partnership with other agencies and settings children attend, such as, pre-school or school. This helps provide children with continuity in the care and learning they receive.

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	144153
Local authority	Dorset
Inspection number	949592
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	10/09/2008
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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