

<b>Inspection date</b>	16/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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's good understanding of children's individual needs means that the children's emotional well being is supported effectively and children feel secure.
- Children's communication skills are supported well, as the childminder continually talks with them to model language and increase their vocabulary.
- The childminder provides children with a good range of stimulating and challenging activities, which are adapted to suit the individual needs of each child, helping children make good progress in their learning and development.
- Children receive clear and consistent boundaries from the childminder about what is acceptable behaviour. As a result, they learn to share with others in their play.
- The childminder has a clear drive for the continuous improvement of her service.

#### **It is not yet outstanding because**

- Strengthen the systems used to support and engage parents and in children's learning and development
- Review organisation of routines to support children's independence and help them learn good habits, such as at meal times.

## 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 and the 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 documents relating to the Statutory Framework of the Early Years Foundation Stage provided by the childminder, including children's assessments
- The inspector looked at the childminder's self-evaluation systems and comments from parents.

## Inspector

Dinah Round

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and three children in a four storey house. Entrances to the premises are on the ground and first floor. The playroom and sleeping facilities are on the first floor. The childminder's kitchen and lounge are on the second floor and the third floor is not used. The garden is accessed from the first floor. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for two early years children.

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

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

- review the daily routines to help children develop more independence and learn good habits, with particular regard to sitting down at mealtimes.
- strengthen the systems used to support and engage parents in children's learning and development.

### Inspection judgements

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

The childminder has a secure knowledge of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. She uses her skills effectively to provide fun and interesting play activities that stimulates the children's interests. As a result, young children enjoy playing and exploring and are keen learners. Children have great fun exploring the paint and using the shapes, rollers and brushes to make patterns on the paper. The childminder gets actively involved to effectively support children's learning while allowing the children to experiment freely and be creative. She skilfully extends the activity by introducing new words and raise children's awareness of size and shape, such as talking about the 'large' and 'small' handprints. The planned activity successfully engages children in purposeful play and enriches their play and learning experiences.

The childminder links closely with parents to gain information about the children's abilities when they first start. She completes ongoing observations and assessments of children and uses these effectively to plan future activities. This means children's progress is successfully monitored and children are supported well to move onto next stage in their development. As a result, children are making good progress in their learning and development in relation to their starting points. Parents are aware of the systems the

childminder uses to monitor and support each child's learning, and know they can see their child's 'learning journey' at any time. However, the childminder does not maximise opportunities to get parents involved in their child's learning to enhance continuity for children's learning and development. Children are developing good skills for the future, as the childminder encourages them to learn to do things for themselves. For example, young children gain confidence as they stand on the step at the sink and use the soap to wash their hands. This helps children to become independent in their self-care skills. Children communication and language is promoted very well. The childminder continually talks with children to model language and children listen and respond, repeating familiar words. For example, children enjoy looking at the picture books and listening to stories. The childminder skilfully engages young children and encourages them to point to different objects as she introduces new words. This successfully builds on the children's vocabulary. The childminder counts throughout the play activities and experiences with the children, such as how many trees in the pictures. This means that the children hear numbers from a young age. Children access a wide range of materials and mediums. They feel the textures of the paint and playdough and enjoy transferring the dried pasta between various containers. This provides children with good opportunities to use their senses to explore and experiment. Regular visits to local parent and toddler groups provide children with a wider range of sensory play activities. Attending different groups means that children are able to socialise and play alongside other children.

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

The childminder's effective care practices help children feel emotionally secure and promote their physical health well. Her good understanding of children's individual needs enables her to provide children with warm and consistent care. This means that children are settled and content, and forming secure attachments. Children are valued as the childminder makes sure they receive her individual attention. She organises activities so all children can join in as each child has their own pot of paint and large sheet of paper on the floor. This means the resources are easily accessible and the activities keep children engaged and interested.

The childminder provides children with clear and consistent boundaries so they know what behaviour is expected of them. She supervises children well and offers gentle reminders to young children about the importance of 'using kind hands' in their play. The childminder talks to the children to help them understand to share and take turns. Children listen and show that they understand as they pass the roller to another child to have a turn. The childminder praises their actions, saying 'well done for sharing'. The regular praise and encouragement by the childminder builds the children's confidence and self-esteem.

The childminder gives high priority towards children's safety. Her ongoing risk assessments help her to identify and minimise risks to children. For example, she is not currently using the outdoor play space due to discovering broken planks on the wooden decking. She continues to review and adapt the play environment to make sure that children can play safely. The childminder follows effective procedures when taking children on outings. This includes using an alternative entrance to the premises so that young

children do not have to negotiate the many steps to the front door. Children take part in fire drills helping to raise their awareness of what to do in an emergency evacuation.

Overall, the childminder organises her home well to meet the needs of all the children in her care. The well-resourced, welcoming environment provides a broad range of toys and play equipment. Children are able to freely select resources and make independent choices about their play, such as choosing their favourite book about trains. However, organisation of meal times is not always effective. Children are encouraged to sit on the floor to eat their food, but at times, they get up and walk around with food. This does not encourage the children to learn good habits. Children follow good routines for their personal hygiene and know the importance of washing hands before eating. They are encouraged to develop healthy lifestyles through going on regular outings to local parks where they enjoy outdoor activities. This encourages children's physical development and makes sure they get regular fresh air and exercise.

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

The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements. She is clear of her responsibility to provide a safe and secure environment for children. The childminder attended safeguarding training, which has helped her gain a secure understanding of child protection issues. She is clear of the procedures to follow if she has any concerns she has about a child in her care. The childminder keeps all the required records and documentation stored secure and confidential. This helps her to support the children's safety and welfare.

The childminder has a strong commitment to developing and improving her childminding service. She has signed up to undertake a level 3 early years qualification to increase her knowledge and improve on her practice. The childminder continues to reflect on her provision to help her identify ways to provide new experiences to support children's learning opportunities. Assessment arrangements are effective and support the childminder in monitoring the children's progress. This includes a development tracker which she uses to identify any gaps in children's learning and helps her tailor future play and learning activities. The childminder is clear of her responsibility to complete a progress check for two-year-old children, and has documentation available to use when needed.

The childminder has established positive relationships with parents and others. She links closely with other professionals for advice and guidance, such as her Childcare Development Worker. Parents receive information about childminder's policies, procedures and business arrangements. She displays details of the day's activities daily on the chalkboard. This helps to keep parents well informed about the childminder's practices and responsibilities. Parents comment positively on how the childminder is 'reliable and conscientious' and that children enjoy going to her setting.

### **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

<b>Unique reference number</b>	EY463310
<b>Local authority</b>	Dorset
<b>Inspection number</b>	924548
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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