

<b>Inspection date</b>	03/03/2014
Previous inspection date	29/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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**

- The childminder has an appropriate understanding of safeguarding procedures.
- The childminder provides parents with a range of information, including her policies and procedures.

#### **It is not yet good because**

- Observation, planning and assessment arrangements are not sufficiently thorough to ensure that activities accurately reflect children's stage of development and consistently meet their individual needs.
- The childminder has not yet established an effective system of self-evaluation to help her identify strengths and areas for development.

## 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 spoke to the childminder about all aspects of her childminding service to ascertain her understanding of the requirements.
- The inspector sampled a range of documentation including children's records.

## Inspector

Michelle Tuck

## Full report

### Information about the setting

The childminder was registered in 1992. She lives with her husband and adult son in a house in Gillingham, Dorset. The childminder occasionally works with an assistant. All ground floor areas of the house are used for childminding, which includes toilet facilities. Sleeping facilities are provided on the first floor. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently three children on roll, of who two are in the early years age range. The childminder holds a National Vocational Qualification at level 3 in Children's Care, Learning and Development. There were no minded children present at the time of this inspection.

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

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

- improve the planning and assessment systems to monitor children's progress and plan effectively for their individual learning needs.

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

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

## Inspection judgements

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

The childminder describes a range of suitable activities and experiences that she provides for the children. She has photographs of children engaged in messy play, such as flour play, paint and baked beans. She describes how children enjoy physical play, such as using the slide, and how she supports them to be able to use this for themselves. The childminder describes how she helps young babies to progress from crawling, to standing and then walking. She describes how she uses children's interests when planning activities for them. For example, she describes how children enjoy using the tool kit to role-play fixing things in the house, or dressing up and playing doctors. However, the planning of activities and the next steps in children's learning and development are not consistent. This means that the childminder is not always identifying next steps for children, therefore activities do not always target their individual needs to support them in making good

progress.

The childminder describes how children can choose from the range of resources that she stores in the conservatory. She explains that she ensures that the children's favourite items are within their reach to encourage their independence and choice in play. The childminder explains how she supports children's literacy skills by providing a range of mark making and books. She states that the children enjoy looking at books and listening to stories so she provides a cosy area for them to access books for themselves and share them with their friends.

The childminder clearly understands the requirement to complete the progress checks for children aged two years when appropriate. She describes how she includes parents in this process and keeps them informed about the activities their children have been involved in whilst in her care. She explains how this helps parents to feel involved in their child's learning.

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

The childminder describes how she helps children to settle and feel secure in her care. She asks parents to provide information about their children's individual needs and routines, for example their dietary requirements and sleeping arrangements. She explains that this enables her to organise her provision effectively to meet individual needs. Through discussion, the childminder demonstrates a good understanding of how to manage behaviour appropriately. She describes how she 'gets down' to the child's level and uses distraction or discussion to enable children to manage their own behaviour effectively. The childminder has a behaviour management policy and she states that she would always work with parents to manage children's behaviour effectively.

The childminder ensures that resources and equipment are suitable and easy to access by the children. She organises the home and the outdoor space to provide opportunities for children to engage in a range of activities including time outside to develop their physical skills. Resources include a range that provide positive images of diversity, different cultures and backgrounds. This helps children to learn about and value differences.

The childminder helps children to learn about how to keep themselves safe by practising the fire drill and teaching them how to cross the road safely. She demonstrates a good understanding of appropriate supervision and states that she ensures children are safe and secure in her care at all times. Through discussion the childminder demonstrates how she teaches the children about the importance of a healthy lifestyle. She describes how she follows thorough hygiene procedures with the children and encourages them to make healthy choices at snack and mealtimes.

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

The childminder has a suitable understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Through discussion she demonstrates a thorough understanding of child protection issues and safeguarding procedures. She is clear about her role and responsibility in safeguarding children and is secure in the correct reporting procedure if she were to have a concern about a child. The childminder carries out thorough risk assessments on the home, garden and any outings that she takes the children on. This helps her to identify potential hazards and take appropriate action to minimise these.

The childminder monitors the educational programme and children's enjoyment of activities. However, she has not yet established an effective system to accurately monitor children's progress, so that she can plan activities specifically focused on meeting their individual learning needs. In addition, the childminder does not yet effectively evaluate her practice to help her identify her strengths and areas for further improvement. This means she does not make consistent improvements to her practice in order to benefit the children. Although the childminder does keep her knowledge up-to-date through regularly attending Dorset quality meetings with other providers, which also helps ensure she is aware of any changes.

The childminder explains how she builds positive partnership with parents. She provides them with information about her service and daily diaries, which provide information about their children's day. The childminder also describes suitable systems to share information with other providers when children's care and education is shared.

### **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>	141134
<b>Local authority</b>	Dorset
<b>Inspection number</b>	952600
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/04/2010
<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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