

<b>Inspection date</b>	12/03/2014
Previous inspection date	30/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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**

- Children are very well cared for in a safe, welcoming and stimulating environment, where they learn through play and exploration.
- The childminder provides a broad range of activities, both inside and out, that capture children's interest.
- The childminder uses a clear system to assess children's stage of development and plan their good progress in learning and development.
- Effective partnerships with parents and other professionals enable the childminder to meet children's individual needs well.

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

- The childminder is not always consistent in using correct words rather than abbreviated versions when she is encouraging young children's speech.
- The childminder sometimes misses opportunities to extend children's understanding of positional language as they play.

## 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 children's activities in the home and garden.
- The inspector talked with the childminder about children's activities.
- The inspector sampled records and documentation, which included children's progress records.
- The inspector took account of parents' views, obtained from the childminder's questionnaires.

## Inspector

Brenda Flewitt

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her two school-aged children in the Muscliff area of Bournemouth. The childminder uses the ground floor of her home for childminding, which includes a lounge, dining room, kitchen, conservatory and toilet facilities. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, all of whom are in the early years age group. The childminder also cares for children over the age of eight years. She is registered to provide early education for two, three and four-year-old children. The childminder holds an early years qualification at level 3.

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

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

- develop consistency in supporting children's language skills by always using the correct version of words
- extend opportunities for children to hear positional language during their spontaneous play.

## Inspection judgements

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

Children enjoy the time they spend with the childminder. The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a welcoming family home, with a good range of play equipment and resources, where children can learn through play. She plans a broad range of activities, both at the home and through outings, which capture children's interest. The childminder makes good use of the local area to provide experiences for children to enhance their learning. For example, regular visits to groups help develop children's social skills as they meet other children and adults. Children take part in group activities such as song time, which helps them understand what is expected when they move on to pre-school. Outings to farms and the woods spark children's curiosity about animals and the natural world. They learn about changes in nature as they see differences in plants and trees throughout the seasons.

Overall, the childminder encourages young children's language and communication well. She joins in their play and talks with them, describing what is happening and naming

objects, people and actions. For example, as the childminder plays ball with a young child in the garden, she talks about 'throwing' and 'kicking'. She encourages the children to notice the various sizes, describing the balls as 'big, medium and little'. The childminder acknowledges children's attempts to use language to communicate by repeating words back to them. However, on occasions the childminder uses simplified words such as 'ta' rather than 'thank you', or 'froggies' instead of frogs. Therefore, children learning to speak do not always hear the correct words for them to copy. The childminder provides a good range of books that children can select independently. She regularly takes children to the library where they choose books to take home to share with their families. This helps to promote children's keen interest in books and stories. Children can explore and investigate a range of objects and materials, which encourages their creativity. For example, young children enjoy experimenting with a variety of musical instruments to make different sounds. The childminder encourages children to play the instruments 'slowly and quietly' or 'loud and fast'. Children like to hear familiar songs and rhymes, and begin to join in with tunes they recognise. Children learn the skills they will need to move on successfully in their learning and to school.

The childminder uses a clear assessment system to monitor children's progress. The childminder makes detailed observations of children's play and achievements. She completes a learning journal for each child, which she shares with parents. These include dated, annotated photographs, clearly linked to the areas of learning. The childminder has a good understanding of her responsibility to carry out progress checks for two-year old children. The childminder uses child development guidance effectively to help her plan the next steps in children's learning. She has recently introduced an additional document to track children's progress, which helps her to identify any gaps in their learning.

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

Children are settled and secure. The childminder provides a warm and caring environment, where she knows children well as individuals. Children develop trusting relationships with the childminder and one another. The childminder requests useful information from parents, which enables her to follow young children's routines. This means they sleep and eat according to their individual needs, which supports the smooth move between home and the childminding setting. The childminder seeks information about family backgrounds. This enables her to encourage children to recognise differences and similarities in people's traditions and languages. This helps children develop a positive attitude to people's differences.

The childminder encourages children to be kind to one another. She reminds young children about using 'kind hands' and to take turns with toys and equipment. The childminder helps children know what to expect through familiar routines and clear explanations, and consequently, they behave well. The childminder praises children's efforts and achievements regularly, which helps boost their self-esteem and confidence. The childminder helps children to be aware of their own safety as she reminds them how to use equipment properly. She teaches safe routines when they are travelling or near roads. Regular fire drills help children to know what is expected of them in a real situation.

The childminder extends their understanding with visits to a fire station.

The childminder promotes children's healthy lifestyle very well. She plans daily fresh air and exercise through garden play and outings. In the garden, children confidently manoeuvre wheeled vehicles along a path, avoiding obstacles and one another. The childminder sometimes misses opportunities during these times to extend children's understanding of mathematical language. She does not always use words such as 'in front, behind, forwards or backwards' to further develop young children's understanding of concepts in the world around them. Regular visits to play parks, and indoor soft play centres, offer children use of challenging play equipment to develop their physical skills. The childminder enables children to make choices from healthy options at meal times. She promotes their understanding of the importance of healthy eating through her good example, conversation and role play. The childminder helps children learn good procedures for their personal hygiene, helping them develop increasing independence. She allows time for children to practise independence in practical skills, such as managing their own outdoor clothing. For example, young children know how to take off their coats and hang them on low pegs when they come inside. The childminder provides spoons and individual plates at snack time so that children learn to use tools to transfer the food they choose. This all helps children develop skills for the future.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She has a good understanding about her responsibility to meet the ratio requirements. The childminder completes detailed risk assessments to help to provide a safe environment for children to play, both at the home and on outings. This is particularly useful in her planning when caring for an extra child. The childminder knows she has sufficient safety equipment and clear routines to make sure she can promote children's welfare effectively. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She is clear about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps her knowledge up to date by attending training. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and real experiences, and she knows how to promote good progress in their overall development. She has a system that gives her an overview of children's progress, which helps her to identify any gaps in their learning.

The childminder promotes effective partnerships with parents and other professionals. She supplies important information about her childminding service by way of written policies, discussion and displays in her home. The childminder encourages daily exchange of information with parents, so that she can meet children's individual needs well, which includes conversations, and a written diary for younger children. Parents say that the childminder is reliable, supportive and provides a flexible service. They say their children

are very happy in a caring and nurturing environment; they like the childminder's calm, positive approach. The childminder is clear about the importance of sharing information with other practitioners when children also attend other early years settings. She is proactive in making contact to establish a dialogue that supports consistency in children's care and learning.

The childminder evaluates her provision by completing a self-evaluation document, which helps her identify areas for development. The childminder has recently added a paved path in the garden. This has improved children's opportunities for moving wheeled vehicles, promoting their physical development and coordination. The childminder welcomes ideas from network co-ordinators. As a result, she adapts and changes planning and resources to suit children's interests and abilities. For example, she has reviewed storage arrangements for play equipment to make them more accessible for children to make their own choices. The childminder has successfully addressed the recommendation set at the last inspection, which has enhanced parents' involvement in their child's progress records. The childminder keeps up to date with changes and improves her knowledge by attending training, reading relevant publications and sharing good practice ideas with other professionals. All this helps her to continue to develop the service she provides for children and their families.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	152475
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	954496
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/07/2009
<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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