

## **Inspection date**

Previous inspection date

27/03/2014

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 provides warm and meaningful interactions with the children. This means children form strong attachments and feel emotionally secure.
- Children communicate and express themselves with confidence as the childminder carefully listens and uses positive and extending language.
- Through positive partnerships with parents and accurate assessment children make good progress.

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

- Activities do not always include natural resources to fully engage children. This means the childminder misses opportunities to encourage children to learn through exploration.

## 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 in their play and interaction with the childminder.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled the childminder's documentation and children's records.
- The childminder took account of the view of parents through their written feedback.

## Inspector

Judi Naish

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Gillingham, Dorset. The whole of the ground floor, one bedroom and an upstairs bathroom are used for childminding. There is an enclosed garden for outdoor play. The family also has a pet rabbit that is housed in the garden. The childminder attends toddler groups and makes regular visits to the local park and library. She drops off and collects children from local schools. There are currently eight children on roll, three of whom are in the early years age group. All children attend for a variety of sessions. The childminder cares for children all year round each week day from 6.30am to 5.30pm. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

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

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

- strengthen the use of natural resources to fully engage and promote children's exploratory impulses.

## Inspection judgements

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

The childminder demonstrates a good knowledge of the Early Years Foundation Stage. She uses this knowledge to capture children's achievements through observation and plan for their next steps in learning. Children are encouraged to explore their bodies through physical activities that allow them to develop their larger muscle skills. For instance, the childminder provides young children with plenty of space in which they can explore and move. As children reach out and stretch up they gain important skills of co-ordination and control. Children are able to run and explore in the garden enjoying fresh air and opportunities to explore the outdoor world.

The childminder provides positive support to children as they attempt to communicate. For example, she listens to children's utterances carefully and responds through repetition and extending their language. As a result, children are confident communicators whose vocabulary for thinking and exploring is extended. The childminder praises children for their efforts and encourages them well as they explore activities of their choice. For instance, children choose to play with dolls so they can pretend to care for their 'baby'. As they carry out caring actions towards the dolls the childminder adds words to add meaning to what they are doing. Children enjoy plenty of opportunities to explore words through song as the childminder sings appropriate rhymes to activities. Children smile and attempt to join in using words and gestures. This helps to promote their early

communication and language skills well.

In addition to activities in her home, the childminder takes children to local places of interest such as the parks and library. There are also regular visits to toddler groups which provide children with opportunities to play and engage with other children and use different resources. The childminder's good range of resources allows children to make active choices based on their interests. However, the childminder misses opportunities to encourage children to explore in depth, for example, through the provision of natural resources such as pasta or rice. Instead, they bring out a number of resources one after the other through their free choice but this occasionally leads to a loss of focus and exploration.

The childminder engages in effective communication with parents, using a mix of written and verbal opportunities. Therefore, children enjoy seamless care. This also results in children arriving confidently and enthusiastically at the start of their day. The childminder helps children to make good progress as she works in partnership with parents to share information that identifies areas of children's development. For instance, they work well together as children prepare for toilet training.

Children's records reflect their achievements across all areas of learning. The childminder is effective in using her observations to identify children's emerging skills and interests. She keeps clear records which demonstrate the children's good progress in readiness for school.

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

Children form secure and positive attachments to the childminder and one another as she responds to each of them warmly and caringly. Children are eager to gain the attention of the childminder as they play and enjoy plenty of praise and cuddles. As a result, children are settled, content, and ready to play and learn. The childminder gives clear instruction and explanation for safe play which means that all children enjoy freedom to explore in a safe environment. Through careful boundary setting children learn respect for one another and enjoy receiving positive interactions from one another.

The childminder knows each child well. She anticipates their responses to activities and responds to dips in their energy levels relating to snack times and readiness for sleep. As a result, she meets the children's needs well.

The childminder provides a safe and inviting environment for children showing careful attention to potential risks. Cosy spaces, plenty of floor space and outdoor play all provide for children's varying needs and the childminder encourages children to explore safely, including in the garden.

Children are offered healthy meals and snacks taking account of parent's wishes. The childminder knows each child's likes and dislikes and responds to these. The childminder encourages children to develop good independence skills. For example, they feed

themselves at snack time and help with tidying away the toys. This helps them to learn to do things independently in readiness for the move to school.

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

The childminder has a good understanding of the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage. She is very aware of her responsibilities to report any potential child protection concerns and demonstrates her knowledge of how to do this, following established guidelines. The childminder and her occasional assistant have had appropriate checks carried out and have received training in safeguarding and paediatric first aid. A comprehensive written policy is shared with parents which informs them of the childminder's responsibilities in this process. Other written policies also provide parents with clear information and help to promote children's welfare.

The childminder works closely with other agencies to effectively meet the needs of the children in her care. She is also fully aware of the importance and benefits of gathering and sharing information with parents. Through the use of a daily diary, emails and informal chats she ensures that she fully identifies and meets children's needs.

The childminder understands the purpose of reflecting on her practice. Through processes of self-evaluation the childminder identifies priorities for further improvement. For example, she aims to develop the range of toys and promote children's confidence and skills in the outdoor environment. The childminder monitors children's progress well. Observations of children's learning are reviewed weekly so that activities and outings can be developed around children's interests. This means she helps the children to make good progress.

### **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>	EY463388
<b>Local authority</b>	Dorset
<b>Inspection number</b>	936400
<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>	8
<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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