

Inspection date	01/05/2014
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	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 thrive in the childminder's care and make good progress in their learning and development.
- Children develop good communication and problem solving skills due the positive interaction they receive from the childminder.
- Overall, children benefit from many good quality, accessible resources which are attractive and stimulating, to support their play choices and interests.
- Partnerships with parents are strong and help the childminder to promote children's individual care and learning.

It is not yet outstanding because

- The childminder does not make the most of opportunities to enable children to use their senses and explore a wide range of materials and experiences.
- The garden is not always used fully all year round to enhance children's learning and 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 observed activities and 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 for the Early Years Foundation Stage provided by the childminder.
- The inspector took account of the systems used by the childminder to evaluate her provision and of parents' views.

Inspector

Dinah Round

Full report

Information about the setting

The childminder registered to care for children in 1992. She lives with her husband and their teenage daughter, in the Canford Heath area of Poole in Dorset. The family has a pet dog. All areas of the home are available for childminding purposes, with care mainly provided on the ground floor which includes a lounge/diner, conservatory and kitchen area. Toilet and rest facilities are provided on the first floor. There is a secure rear garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. She currently has seven early years children on roll.

What the setting needs to do to improve further

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

- extend opportunities for children to use their senses to investigate and enjoy a wide range of materials
- provide play activities and experiences in the garden, in all weathers, to enhance children's development all year round.

Inspection judgements

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

The childminder knows children well and has a good understanding of their individual abilities and stages of development. She closely observes their activities and assesses their progress accurately. This enables her to tailor activities to each child's individual learning so they offer suitable challenge to help children make further progress. As a result, children are making good progress in their learning and development in relation to their starting points. The childminder keeps parents well informed about their children's development through the ongoing discussions and use of daily diaries. She welcomes parents' comments about how they are supporting their children at home to actively involve them in children's learning. The childminder engages children well, skilfully asking questions during the activities to develop their critical thinking. When children find a key, the childminder asks them what they can use the key for and children work out that they can use it to open the shape sorter toy. The childminder extends the activity to introduce children to the different shapes encouraging them to find the particular shape for the corresponding hole. She talks with children about items around the room that are the same shape, such as a star shape toy. She counts the five points on the star, the children compare the shapes, and they recognise it is the same shape. The childminder's positive interactions help reinforce the concept of size and shape with the children supporting

them to gain the positive attitudes needed for the next steps in their learning.

Children enjoy a stimulating indoor environment where the childminder makes a good range of resources easily accessible for them to choose. They show increasing independence as they select toys from the low shelves to follow their interests. Children use their imagination well as they pretend to feed their dolls and the childminder continually talks to them, describing what they are doing. This effectively supports children's early communication and language. The childminder reads the books the children choose and teaches children new words, such as 'soft' when describing the fur on the dog's ears and his 'squashy' nose. This helps to build on children's vocabulary. The childminder joins in playful games of 'peek-a-boo' with the younger children. Babies interact and respond well using their hands to cover their eyes and giggling with excitement as they repeat their actions again and again. The other children get involved in the game interacting with babies, which helps build relationships. Children enjoy singing and rhyme activities, as the childminder introduces songs spontaneously through their play. She also takes the children to weekly music and movement sessions so children can learn about different sounds and rhythms. Children have access to a variety of mark making tools and resources to help develop their early writing skills.

Children take part in a variety of planned creative play activities both at the childminder's setting and when attending local groups. However, the childminder does not always make the most of the play opportunities to allow children to use their senses and freely explore. For example, art and craft activities and sensory play materials are generally only available when there is a planned adult-led activity. This means children have fewer opportunities to express themselves and experiment freely through the play experiences. Children develop a strong sense of belonging as they have their own coat pegs and see their photographs in activities they have been involved in, such as making biscuits. The childminder encourages them to recall how they made the biscuits and reminds children about using the food-mixer. She talks to children about how they learnt to use the food-mixer and acknowledges their achievements, helping to boost their confidence and self-esteem.

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

The nurturing environment and strong bond children develop with the childminder, means they feel settled. The childminder fosters a good sense of security and emotional well-being, as she knows children well and shows deep concern for their feelings. She tunes in to each child's individual needs, recognising when they need extra reassurance and cuddles during certain situations. This helps children feel secure and content. The childminder follows children's routines and knows when the babies are getting tired, organising their sleep time so they settle with the minimum of fuss. The childminder organises her home well so that children see it as a place to feel at home and a place to learn. She actively encourages children's independence allowing them to choose their own play activities and helping them develop their self-care skills. This means children are learning good skills for the future in readiness for the next stage in their learning.

The childminder continually checks all areas of the home used by children, and carries out

assessments of areas she takes children on outings. This enables her to identify any risks to children so she can take the required action to minimise the hazards. She talks to children to teach them about how to keep themselves and others safe. For example, she explains to the children not to leave small pieces from the doctors set where the younger children can reach them as the babies might put them in their mouth. The childminder supervises the children well, staying close by to make sure that children are safe and secure in their play. This means that children are confident to move around the play space and their behaviour shows they feel safe in the setting. Children are kept occupied and engaged in activities. This is due to the childminder's sensitive support and effective use of distraction to motivate children's interest. As a result, children behave well. The childminder sets a good example to children. She praises them for cooperating and showing kindness to others, such as when older children give toys to the babies so they are included in the play activities. This raises children's self-esteem and they feel good about themselves.

Children have many opportunities to be outside so they benefit from the fresh air and exercise. They play in the childminder's garden on some of the days and go on frequent outings, such as walks in the forest areas. The play equipment provided allows children to run, swing and slide in the fresh air. However, the childminder does not make the most of the garden all year round to enrich children's learning experiences. Children develop a good understanding of the need for healthy lifestyles. They are familiar with the childminder's hygiene routines and willingly respond to wash their hands before eating. The childminder introduces the rhyme 'wash, wash, wash your hands' to make it fun and teach children the importance of getting rid of germs. The childminder links with parents to make sure that children's health and dietary requirements are followed. She encourages younger children to learn to feed themselves at meal times to help them become independent.

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

The childminder has a good knowledge of her responsibilities in meeting the Early Years Foundation Stage safeguarding and welfare requirements. She implements these consistently to create an environment that is secure and welcoming. The required records and documentation are well maintained and stored confidentially. This helps her support children's health and well-being effectively. The childminder is clear of her responsibility to notify Ofsted of any changes relating to her childminding provision and makes sure this is done within the required timescales. She has developed policies, procedures, which include safeguarding and complaint policies and shares these with parents. This means that parents are clear of her roles and responsibilities. The childminder has recently attended safeguarding training and this means she has a secure knowledge of child protection issues. She has a good understanding of the procedures to follow if she has a concern about children in her care.

The childminder has a clear drive for the continual improvement of her provision. She attends regular training events and workshops to help her update her knowledge and

skills. This includes annual training on 'Every Child's A Talker' and completing a 10 week inclusion course. She makes effective use of the training events to help her review her practice and identify areas where she can make improvements. She closely monitors children's progress to help her promptly identify any gaps in their learning so she is able to plan specific activities. Through discussion, the childminder demonstrates that she is clear of her responsibility to carry out a progress check for two-year-old children. The childminder continually reflects on her practice and the play activities to help her improve the outcomes for children. She recognises that some of the toys need replacing so has adapted the play environment so these are not used. She links with other childminders and her Childcare Development Officer to share good practice and identify ways she can continue to make improvements, which benefits children.

The childminder works supportively and effectively with parents. She establishes particularly good working relationships with families, enabling their children to settle. Parents receive detailed information about her service and about their child's day. The use of individual daily diaries keeps parents well informed about their child's care, well-being and development. Parents say the childminder 'provides a welcoming and friendly environment for all' and that she has 'lovely manner and a natural friendly rapport'. The childminder links closely with other early years settings that children attend. This enables her to provide continuity for the children's learning and development.

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	109746
Local authority	Poole
Inspection number	967456
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/05/2011
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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