

Inspection date

15/07/2014

Previous inspection date

21/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 a welcoming environment where children are safe and well cared for.
- Overall, the childminder supplies a good range of resources that children can choose from independently.
- The childminder plans a broad range of activities, both inside and outdoors according to children's interests and development.
- The childminder implements a successful system to monitor children's learning and progress.
- Positive partnerships with parents enable the childminder to meet children's individual needs well.

It is not yet outstanding because

- The childminder does not regularly provide resources to encourage young children to experiment by filling and emptying containers.
- The childminder does not routinely teach children how to keep safe and behave in an emergency by practising fire evacuations procedures.

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

Inspector

Brenda Flewitt

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and two children in a house in Bere Regis, near Wareham, in Dorset. The childminder uses the ground floor of her home for childminding, which is open plan to include kitchen, dining and lounge areas. Toilet facilities are available on the first floor. The childminder currently takes children to local play parks for outdoor play. The family has two pet rabbits kept in a hutch in the garden, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, four of whom are in the early years age group. The childminder also cares for children over the age of eight years.

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 young children to experiment with filling and emptying containers
- support children's understanding further of how to behave in safe ways in an emergency situation.

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 good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a welcoming family home where children learn through play and exploration. The childminder supplies a good range of play equipment, overall, which she arranges so that children can select for themselves. For example, she labels storage units with pictures so that all children can easily see what is available for them to play with. The childminder has developed an effective system for monitoring children's learning and development. She keeps a record of her observations of children's play and achievements and uses child development guidance to help her to plan their next steps and support them to make good progress. The childminder has a good understanding of her responsibility to complete progress checks for two-year-old children to assess their early development.

The childminder plans a broad range of activities, both in the home and on outings,

according to children's interests, such as trains. The childminder makes sure the resources are available so that they can use their imagination as they move model trains along a track. She extends the children's learning by joining in their play, modelling counting and using mathematical language. She talks about curved and straight pieces when encouraging children to join sections of track together to help them learn how to solve problems as they construct. The childminder extends the activity by introducing a book about a train, which also enables children to push buttons to recreate the sound of the train's whistle. The childminder plans an outing that includes a ride on a train, to broaden children's knowledge with real-life experiences.

The childminder promotes children's language skills well. She talks with them during their activities, naming objects, people and colours. The childminder describes what they are doing, which helps young children understand the words for actions. For example, she talks about the train going up and down the hill and moving backwards. The childminder also encourages children's vocabulary by singing familiar songs and reading stories. She provides various materials for children to manipulate and explore such as play dough and paint. However, while her garden is being refurbished, there are fewer opportunities for children to experiment with containers for filling and emptying. Therefore, the childminder does not always extend children's learning about space and measure.

The childminder makes sure that children's days include outings in the local area where they meet people, use alternative equipment and explore the wider world. She regularly takes them to children's groups where they develop social skills as they play with children of a similar age. Visits to a music group enable them to explore sounds using a range of musical instruments. A walk by a stream provides an interesting environment to spark children's interest in nature. They listen to birds singing or try catching water creatures with fishing nets. This all helps them develop an understanding of the world around them.

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

The childminder seeks important information from parents when children start attending so that she can provide a welcoming environment. She finds out about young children's eating and sleeping patterns so that she can follow home routines. This helps children to feel secure and promotes a smooth move between home and the childminding setting.

The childminder provides familiar routines and explanations so that children know what she expects and behave well. The childminder regularly praises children's efforts and achievements, which boosts their self-esteem and confidence. The childminder teaches children about road safety and using equipment sensibly, so that they start to be aware of their own safety. She has a clear procedure to follow in the event of an emergency, however, has not routinely included children in practising what to do. Therefore, they are not learning how to behave in an emergency to support their personal development.

The childminder promotes children's healthy lifestyles well. She provides opportunities for daily fresh air and exercise through walks and visiting local parks. Children use a variety of large equipment that provides challenge and promotes their physical development. The

childminder helps children understand the importance of eating healthily through stories, and conversation as they make choices from food supplied from home. The childminder encourages children from a young age to use appropriate tools as they manage their own food. The childminder allows time for children to practise taking off and putting on their own clothes. All these skills are useful for children as they move on to pre-school or school.

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

The childminder organises her home effectively to meet the needs of the children in her care. She implements clear policies, which she shares with parents to promote children's welfare and safety. The childminder completes detailed risk assessments to help provide a safe environment for children to play, both in the home and on outings. 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 has a system to record children's existing injuries as routine. The childminder has a clear understanding about her responsibilities in following correct procedures to help protect children from harm. 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. The childminder has an effective system that gives her an overview of children's progress, which helps her to identify any gaps in their learning.

The childminder promotes positive partnerships with parents. She supplies important information about her childminding service by way of conversation, written policies and displays in her home. The childminder encourages daily exchange of information with parents so that she can meet children's individual needs well. Parents say that their children are happy and well cared for. They say the childminder has helped their children gain confidence and enjoy a variety of activities and outings. When children attend additional early years settings, the childminder sometimes exchanges useful information with the staff about children's welfare and development.

The childminder has successfully addressed most of the recommendations made at the last inspection, which has improved aspects of children's learning. The childminder evaluates her provision through ongoing reflective practice to identify areas for development. She adapts and changes resources according to children's interests and abilities. The childminder is in the process of making the garden available for outdoor play. She has identified that she could extend systems for sharing information with parents about children's development to include their ideas further. The childminder keeps up to date with changes and improves her knowledge through regular contact with other childminders and sharing good practice ideas. She welcomes ideas from early years advisors and reads early years publications. 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 **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	EY241027
Local authority	Dorset
Inspection number	843451
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	21/03/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

