

Inspection date

14/03/2014

Previous inspection date

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 a highly stimulating indoor learning environment, set up with a wide range of appealing activities and resources to inspire children's interests.
- The childminder is very gentle and sensitive in her approach. Children respond positively and demonstrate a strong attachment to her.
- Children engage in a good range of activities that help target their learning needs and help them make good progress in all areas of learning.
- The childminder uses her secure knowledge of child development to support children in all areas of learning, especially to help them develop emotionally.

It is not yet outstanding because

- The childminder does not make the best use of the back garden to stimulate children's interest to explore and investigate its features.
- There are limited resources to support those children that learn another language, so that they hear and can use their other language in the childminder's home.

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 in the main downstairs areas and garden.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's self-evaluation document, written policies and procedures, and the children's records.
- The inspector took into account the written feedback from parents.

Inspector

Janet Armstrong

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and three children, one of whom is a young adult, who the childminder employs occasionally as her assistant. The family live in Salwayash, near Bridport in Dorset. The ground floor of the home is available for childminding purposes, with a living/dining room, conservatory, kitchen and downstairs cloakroom. There is an enclosed back 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 five children on roll, three of whom are in the early years age range and all attend on a part time basis. The childminder receives the government funding for early education. She holds a level 3 early years qualification.

What the setting needs to do to improve further

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

- develop the outdoor play area for children to explore and investigate its features

- extend resources to further support those children that learn a second language, so that they can hear and use their other language.

Inspection judgements

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

The childminder is an experienced child carer with a secure knowledge of how children learn. Her planning, observation and assessment systems work well to provide targeted activities that focus on children's next steps and learning needs. This means children make good progress in all areas of learning. The childminder works successfully with parents. She finds out from them useful information about what they know about their children's current stage of learning and any care needs. She completes observations and summative assessments that clearly identify where children are at, the progress they make and where their next steps are. Parents find this process very supportive, meaning they are clear about their children's achievements and what is needed next.

The childminder is very sensitive and supportive in all her interactions with children. She is close by at all times, watching the children play, meaning she is ready to support and extend children so that they engage in stimulating and challenging play, with the time and space to explore independently. For example, a young child shows an interest in a sit on rocking horse. They explore its features, knowing to press buttons for sounds to play. The childminder interacts and shows them how it rocks. She allows the child to explore this before encouraging them to sit on it and rock.

The childminder supports young children to learn new vocabulary and develop their communication and language in English very well. She constantly talks to them, introducing new words and concepts. For example, she helps children to explore the nature/interest box. Together, they hunt for different bugs and insects. The childminder counts how many they find and uses language, such as big and small. Children copy her and show they are starting to understand as they identify a 'big frog'. The use of age appropriate books means that from a young age, children show an interest in the information they give. They turn the pages, study the pictures and babble happily at what they see. The childminder does not have many resources that promote other languages that children learn at home, so that they can hear and use their other language when they are with her. Young children show good hand eye coordination. They use chalks on a board and outdoors to make large circles and lines. They have access to paint brushes and water, where they enjoy making marks with chalks and then using the brushes and water to wipe them off.

Children enjoy playing outdoors. The childminder supports young children well to develop control and coordination of their bodies. In the back garden, she encourages them to use balls, and hop in and out of circles they chalk on the ground. Young children are starting to show an interest in nature as the childminder moves rocks for them to look for bugs. The childminder blows bubbles for them, and children watch with fascination and try to catch them. The childminder does not make the best use of her back garden though, to stimulate children's interests further so that they can independently explore and investigate, following their own ideas.

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

The childminder is gentle, calm and sensitive in her approach. She works closely with parents when children first start to ensure they exchange detailed information about the children and the service the childminder offers. This means all concerned are clear about expectations, and able to work successfully together to support children's individual care needs. Therefore, children settle quickly and with ease, and have a strong attachment to the childminder. Her gentle and supportive nature positively influences how children play and communicate with others, meaning that from a young age they learn to share, take turns and be aware of others. The indoor home environment provides a stimulating and inspiring play area. It is welcoming and inviting, set up to spark children's interests and allows them to follow their own ideas. Children have independent access to a wide range of stimulating and age/stage appropriate resources, which include those that raise children's awareness of the wider world in which they live. This helps children to recognise and accept the differences they see in themselves and others. Children move around the home with increasing confidence, finding toys that interest them, especially small world roleplay. The back garden is less successful in extending and offering the same opportunities.

The childminder supports children from an early age to lead healthy lifestyles and keep themselves safe. She ensures parents understand and accept her healthy eating policy,

meaning that children eat consistently well-balanced and nutritious meals. They play outdoors daily and visit local places of interest, including park areas, which enable them to be physically active and gain new skills. The childminder prioritises children's safety. Thorough risk assessments of the home and outings means that all areas children play in are safe. She introduces young children to safe practices. For example, they learn to take care on the step into the garden, not to jump on the furniture and they practise fire drills with the childminder. This helps them to understand expectations for their own and others' safety.

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

The childminder has a secure knowledge and understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. She has clear and informative policies that outline the procedures she follows and expectations of parents. The childminder updates her safeguarding training regularly, meaning she is clear about child protection issues and the procedures to follow to support children's well-being. She ensures her assistant has appropriate training before she employs them, and a secure knowledge of the children and procedures for their safety.

The childminder uses successful self-evaluation systems that focus on what she does well, and areas to develop and build on that have the biggest impact on children. For example, developing story sacks and cards for the 'song box' to extend children's developing language skills, gaining photographs from parents to make albums of each child's family to develop their personal, social and emotional development, and making a visual time line to help children recognise what happens next in their daily routines. Her positive observation, planning and assessment systems enable her to track children's progress and monitor the effectiveness of her educational programme. The childminder receives support from her local authority support worker and subscribes to child related literature to update her skills and knowledge. She ensures any training builds on her existing skills and will support her in improving outcomes for children. This shows a secure capacity to make continuous improvements to the service she offers.

The childminder works closely with parents to ensure children receive supportive care and learning experiences. Parents report they receive valuable information about what their children achieve and need next. They notice 'massive improvements' in their children's progress, through the 'wide range of educational activities and trips out', meaning they are 'confident' to leave their children with the childminder. The childminder works successfully with others so that children receive consistent care. This means that children settle, confidently taking on new challenges to achieve and be ready for the next stage of their learning, such as preschool and school.

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	EY463581
Local authority	Dorset
Inspection number	939256
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	not applicable
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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