

<b>Inspection date</b>	08/08/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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's interactions with children are warm and affirming. This means children form secure attachments and are confident and excited to begin their day.
- Children enjoy following their interests as they make choices from a creative range of resources. The childminder's knowledge of each child means she follows and extends their interests effectively.
- The childminder is a good role model to the children providing clear expectations for behaviour and plenty of praise. Children show high levels of cooperation and care as they play together and share ideas.

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

- The childminder does not use captured observations consistently in a way that fully supports the identification of children's emerging next steps of development or lead to planned activities.

## 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 in their interaction with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled childminder's documentation and children's records.
- The inspector took account of the views of parents and children.

## Inspector

Judi Naish

## Full report

### Information about the setting

The childminder registered in 2012. She works with another registered childminder in her own home in Ensbury Park, Bournemouth where she lives with her husband and pre-school child. Both childminder's share the care of the children between them though each has their own register of children and takes the lead role with their own children. The ground floor is used for childminding and there is a garden for outdoor play. Shops, parks, schools and pre-schools are nearby. The childminder has a dog, which is kept in a secure area of the garden. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a qualification in early years at level 3. There are currently 13 children on roll, of which five are in the early years age group.

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

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

- ensure observations are consistently used to identify children's next steps so that activities are planned effectively to support children's learning progress.

### Inspection judgements

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

Children arrive confident and happy to start their day. The childminder provides a welcoming and stimulating environment, which encourages children to settle quickly and get fully involved in their choice of play activity. The range of activities available matches the needs and interests of the children attending. For instance, there is soft flooring with a small ball pool, which supports younger children's interests, and small-world resources that matches older children's interests. Children benefit greatly from the childminder's warm and enthusiastic interactions and as a result, children are keen to explore and make choices based on their own interests.

The childminder knows each child well and recognises moments of individual interest for children. For instance, children are keen to create a special space outdoors and so a box of different types of fabric is brought out. Children quickly pick up on what they might do with the box of goodies and begin to play together sharing ideas and trying different things out. Some children lie down on the fabric and pretend it is a bed, while others look for ways to create a roof. As children feed in ideas of what they would like to do next, the childminder adds resources such as pegs to support their play. Young children play happily with older children, enjoying the energy and exploration at their own level. Finally, the structure is complete and all the children decide to share the space. Children are free to fully explore their interests and this leads to deep-level learning experiences covering a

range of topics. At one point, it begins to collapse, before children are ready to finish the activity. The childminder uses the collapse to further extend the activity by supporting children to think through the problem, why it might have occurred and how they might fix it. Children come up with ideas such as too many pegs being used. The childminder probes their thinking further and asks, 'what about the weather, do you think that might have caused a problem?' Children pause and look about them before acknowledging the wind and its effect. The childminder uses aspects of children's play to extend children's learning and in this instance children are encouraged to look at the natural world and to see its effect on their den before reconstructing it.

Children move seamlessly from one activity to another. For instance, as some children begin to reach the end of their focus on a playdough activity; alternative resources are made available, allowing children to change their thread of interest from playdough to various types of transport and a car mat. In this way, children remain engaged in focused activities throughout their day.

The outdoor space is creatively set out providing children with lots of varied play opportunities. Some children choose to play on large-scale physical equipment while others choose to explore making drinks in a playhouse. Children enjoy mixing together in different age groups and younger children feel safe and confident as they play with older children. As some children notice some red tomatoes, the childminder invites them to pick some for snack time. Children spontaneously go and get themselves a bowl as they decide they would like to join in. Much discussion is had about the process of ripening tomatoes and by following children's interests in the red tomatoes, a learning moment is successfully captured.

The childminder supports children's language and communication skills well, giving each child time and opportunity to share thoughts and ideas. Children receive praise as they come up with ideas and use words to express themselves. Children's contributions are heard and valued, which means even the youngest children are keen to communicate and chatter. The childminder shares conversations with the children constantly asking plenty of open-ended questions. This allows children to think through new ideas and to add to things they already know.

There are clear observational systems in place to capture children's learning achievements. This is seen most clearly as the childminder follows children's interests. However, observations are not always consistently or effectively reflected on and used to plan for children's next developmental steps. The childminder is fully aware of the requirements for completing progress checks for two-year-old children as part of their ongoing assessment.

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

The childminder positively promotes children's personal, social and emotional development as she forms secure attachments with them. Children begin their day full of confidence as they are invited to find their photograph and create their own personal peg space.

Children are happy and secure as they seek out the childminder to share ideas or receive a cuddle. The childminder knows the children well and is sensitive to their changing needs at different points during the day. She offers warm interactions, which are especially supportive in meeting younger children's needs as they are within reaching distance of the childminder. Children exchange plenty of smiles with the childminder, which builds their confidence as they reach out and play. At times in the day, when younger children's energy levels dip, cuddles and sleeps are readily available to meet their needs.

The childminder and co-childminder work closely together to ensure they are available to support the immediate needs of all the children. This means when younger children's needs differ to older children's they continue to be met effectively. For instance, the childminder brings out a block of dinosaurs frozen in ice for younger children to explore. Children are encouraged through gentle words and modelling of touch to explore what has happened to their dinosaurs.

Children learn about healthy choices as they help prepare snack. Children wash fruit and cut it up in preparation for a group snack time. Discussions among the children cover areas such as safe use of knives, which fruit they like best and so forth. Some children share they do not like tomatoes to which the childminder reminds them where these tomatoes have come from and invites them to try a home-grown sun ripened tomato. This produces a smile and chuckle as children think through this idea. Children choose their plate and knife and the childminder praises their use of the correct terms and colours repeating it back to them. This means that children's communication is affirmed and expanded as words are repeated within the full sentence.

Younger children play confidently with older children as they are treated with care and respect. Children display high levels of cooperation among themselves, which allows all the children to take part in some of the activities at the same time. For instance, when a playdough activity is announced, all the children decide they would like to have a go. Children carefully find a place at the table and plenty of tools and playdough are made available to support each child's wish to be included.

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

The childminder is fully aware of her responsibilities with regard to safeguarding children. She demonstrates her knowledge in identifying areas of concern and how she would respond to any potential concerns. All necessary checks are completed for the family members living in the house and the co-childminder. The childminder has training in first aid and safeguarding. She has ensured that her home is safe, secure and welcoming for the children in her care. She ensures that children are supervised at all times in areas that are safe and inviting both indoors and outdoors. Regular fire drills are carried out which means that all children attending are confident of what to do should an emergency occur.

The child's voice is particularly important to the childminder as she evaluates her practice.

For instance, she observes children's interest in using a raised concrete area in the garden as a stage and describes plans she has to expand its use by creating a gazebo type structure around it. In this way, children's interests are particularly well catered for with imaginations challenged to think beyond their immediate interests.

The childminder shares an example of how children were offered catalogues to go through showing things they might like to try and then invited to help form a shopping list. At this point, children join in the discussion and confirm how they then went shopping to buy the things that went on their shared list. The childminder recognises the importance of the children's involvement and by listening to them and encouraging their participation, children feel fully involved in their care.

The childminder is committed to continuing to develop her practice and as part of this is working towards a recognised quality assurance scheme. The childminder seeks the views of parents at the outset of children's care and recognises the importance of involving parents more fully in their children's ongoing care. The childminder has recently carried out a questionnaire seeking parent views and plans to continue developing this aspect of her practice.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY437534
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	884193
<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>	5
<b>Number of children on roll</b>	13
<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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