

Inspection date

Previous inspection date

13/08/2014

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

- Children are settled and feel secure due to the childminder's thorough knowledge and understanding of their individual care and learning needs.
- The childminder works effectively with parents and other professionals ensuring children's needs are fully met and consistently supported.
- The childminder provides a welcoming and inclusive environment in which all children thrive, as they display high levels of enjoyment and make good progress.

It is not yet outstanding because

- Childminder sometimes misses opportunities to count with children to fully develop their understanding of numbers.

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 took account of the views of parents and children.
- The inspector looked at children's records and sampled other documentation

Inspector

Judi Naish

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband in a house in residential area of Muscliff, Bournemouth. All areas of the house are available for childminding except the second floor. Toilet and sleeping facilities are available on the first floor. There is a garden for outdoor play. Parks, schools and pre-schools are nearby. Currently, there is one child on roll in the early years age range. The childminder works flexibly across Monday to Friday. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is working towards a quality assurance scheme.

What the setting needs to do to improve further

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

- ensure opportunities to develop children's interest in and understanding of numbers are fully promoted.

Inspection judgements

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

Children thrive in the friendly and welcoming environment. The childminder has a good understanding and knowledge of how to implement the Early Years Foundation Stage to ensure each child makes good progress in their learning and development. There are a wide range of resources for children to choose from alongside some carefully planned activities to engage and challenge the children. The childminder engages positively with children as they play using language that supports children's communication and expands their vocabulary for thinking. However, the childminder sometimes misses opportunities to count with children to fully develop their understanding of numbers. Children arrive confidently and immediately start making choices from things that interest them. Children show an interest in books and bring them to the childminder, snuggling in as they reach her, ready to begin the story. The childminder sits on the floor, with the children leaning in to her enjoying a cuddle as she reads stories they have selected. She takes time allowing children to look at the pictures and point out things of interest before naming those things and adding to the child's observation. She talks to them about the pictures and this allows them to become involved in the story and make connections with real experiences in their lives. The childminder uses observations effectively to identify children's emerging areas of development, and plans creatively to ensure each child makes good progress. For instance, children are encouraged to explore using one-handed tools as they select and help prepare fruit to make ice-lollies. The childminder leads the activity as she reveals fruit including grapes, mandarins, bananas as well as pineapple and coconut. These are carefully looked at and handled to see how each differs. The childminder's calm and

unrushed approach allows all children to fully engage and explore each fruit until they are ready to see the inside. As they do this, she uses words of encouragement and names and describes each fruit in turn. In this way, she expands young children's vocabulary, as their exploration is complete. Children make active choices about which fruits they would like to use and are encouraged to try their skills at peeling and then cutting the fruit. Children are confident as they attempt to peel and chop, displaying high levels of independence, as skills are refined. The childminder knows each child well and ensures that resources reflect the interests of children present on the day. For instance, there is a den and banging block, but there is also a range of dolls, buggies and teapots meaning children are able to follow their interests. As children request some singing, the childminder is quick to respond with music and actions. Children take delight from one another as they reflect the actions of the other and the request for more is keenly heard. As children delight in their chosen activities taking place they feel affirmed and valued. The childminder captures significant moments of children's development using photographs and observations. These are used really well to plan activities that engage children's interests and challenge their learning and development further. Through strong partnership with parents, these ideas are shared and parents feel fully included in their child's care and development. For instance, as children show an increased enjoyment of the fruit they are eating, the childminder is mindful of the importance to share information about the additional fruit with parents. The childminder demonstrates an exceptional knowledge of how to progress children's development as she captures experiences meaningfully and plots children's progress.

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

Children form warm and secure relationships with the childminder and are totally at ease in her presence. The childminder takes careful account of parent's wishes and works in close partnership with them. This means children feel fully supported as the childminder follows through on care needs and routines. The childminder gently encourages children to share and take turns as they play. Children show care and gentleness towards one another as they seek out the company of friends. Children are at home in their surroundings, seeking out toys and making decisions about their play. For instance, at the end of a singing session, children choose to move and play with the dolls, dressing and undressing them. The childminder is a positive role model. She is supportive of children's choices and shows a gentle consideration and respect for all. Children are unhurried as they explore activities, which allow them to think through activities and ideas fully. The childminder uses words and open-ended questions to extend children's thinking and build their confidence in sharing ideas. This supports children to become confident communicators. Children are encouraged to make healthy choices as they choose from a range of fruit at snack time. Children are particularly intrigued by the feel of the coconut and pineapple; they are completely fascinated as they see the fruity flesh being revealed as it is cut. The childminder encourages the children to chop the skin off a round of pineapple and they enthusiastically have a go. In this way, she increases children's independence skills and. Children make active choices to go in the garden and there is much delight and squeals of laughter when an interest in water is met with the water hose and a paddling pool is brought out. Children explore freely the effect of blocking the end

of the hose and seeing the water spray. The childminder remains closely observant throughout talking to children about the experiences they are enjoying. In this way, children feel secure and confident to have a go at experiences that challenge.

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

The childminder has a secure knowledge and understanding of the safeguarding, welfare, learning and development requirements, which ensures she provides a safe and welcoming environment for children. She is fully aware of her responsibilities with regard to safeguarding children and knows what to do should she have a concern for a child in her care. The childminder has clear policies in place that support her knowledge of the Early Years Foundation Stage. These are shared effectively with parents. The childminder reflects on and evaluates her practice well in order to ensure children make good progress. She captures children's achievements through observations carried out and uses these effectively to identify and plan for children's next developmental steps. In this way, the childminder fully supports children to make good progress in their development. The childminder is committed to her ongoing development. In addition to first-aid training and safeguarding training, she has completed a number of courses including how to support children with English as an additional language. The childminder uses this training as she reflects the cultural and linguistic needs of the children in her care. This ensures a truly inclusive environment for children to feel completely at ease and confident. Good communication between the childminder and parents means that together they meet children's care and learning needs well. The childminder is fully aware of the importance and benefits of close partnership with parents and works respectfully, listening and tailoring individual children's care to fully meet the needs of all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY429571
Local authority	Bournemouth
Inspection number	881361
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
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.

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.

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