

Inspection date

Previous inspection date

20/08/2014

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 happy and settled, due to the childminder focusing well on meeting the needs of the individual children and their families.
- The childminder provides fun and interesting play experiences to promote children's learning, in particular, young children's physical development.
- The inclusive environment means that children who are learning English as an additional language are well supported, and feel valued and included.
- The well-resourced and enabling environment allows children to make independent choices about their play, which keeps them occupied and interested.

It is not yet outstanding because

- The childminder does not make the most of the opportunities to encourage children to use their senses to explore a wide range of natural materials.
- Strategies to support and engage parents in sharing information on how they support children's learning and development at home are not in place.

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 the childminder's documents relating to the Early Years Foundation Stage, including children's assessments.
- The inspector took account of the childminder's systems to evaluate her provision.

Inspector

Dinah Round

Full report

Information about the setting

The childminder registered in 2014. On some days she works with her partner who is also a registered childminder. She lives with her daughter in Bournemouth, Dorset. The property is located on the second floor and is accessed by two flights of stairs. Childminding is mainly carried out in the lounge, with toilet facilities and sleeping facilities easily accessible. The childminder takes children on regular outings, so they have daily access to outdoor play activities. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of whom four are in the early years age group. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- provide greater opportunities for children to investigate and enjoy a wide range of sensory experiences
- strengthen the systems used to support and engage parents in children's learning and development.

Inspection judgements

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

The childminder knows children well. She gathers information about the children's individual routines and stages of development through working closely with parents. This enables her to support children from the start. The childminder closely observes children's activities and assesses their progress, which helps her to identify the next steps in their learning. For example, she provides additional resources, such as push-along toys, to encourage the younger children's walking. The childminder engages in playful interaction with younger children, encouraging them to roll the ball towards her. The children confidently reach out and push the ball, then hold up their hands in anticipation, giggling with delight as they catch the ball. This successfully promotes children's physical development. As a result, children are acquiring good skills for the future, to help prepare them for the next stage in their learning. The childminder keeps parents well informed about their children's development through daily discussion and emailing her observations of children's achievements. Parents know they can view children's progress records at any time. However, the childminder has not established systems to encourage parents to share information about their children's learning and development at home.

Children enjoy playing and exploring in a stimulating indoor environment as the childminder makes a good range of resources easily accessible for them to choose. Young children pull themselves up and confidently select items from the shelves as they play and explore. The childminder gets actively involved in their play and follows their interests. She encourages children to post shapes into the containers and to stack the different-sized cups on top of each other. This introduces young children to shape and size as they experiment to see which cup fits inside the other. The childminder supports children's early communication and language effectively. She continually talks to them, using their home language as well as saying the English alternatives, so children are encouraged to use both languages. She has labels on the boxes of toys and a selection of books that reflect the different languages. This enables children to see and hear both languages, which supports their language development well.

The childminder provides children with some opportunities to use their senses through play activities, such as a container full of coloured rice for children to explore. During the inspection, younger children attempted to reach into the container but found it difficult. The childminder recognised this and poured the rice onto a low tray. This enabled younger children to use their hands and feet to feel the texture more easily. However, children do not regularly use a wide range of natural and sensory materials indoors to support their imaginative play. The children show interest in toys with buttons and simple mechanisms. The childminder demonstrates how to make the buttons work to teach children how to operate them. Children copy the actions and are fascinated as they push the buttons to see lights flash and hear the musical sounds.

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

Children have a trusting relationship with the childminder and benefit from her warm and caring interaction. The childminder works closely with her co-childminder to make sure that children receive the support they need, to help them settle in her setting. She liaises with parents to gain information about children's individual needs, likes and dislikes. This means that she knows children well, enabling her to follow their particular routines, such as specific sleeping arrangements. As a result, children are settled and comfortable in the childminder's care. The childminder works alongside her co-childminder to provide children with clear and consistent messages, so children learn how to behave. She effectively distracts the young children with toys when two children want to play with the same toy. This keeps them occupied and interested. The childminder talks to older children about having consideration for the younger children, resulting in all children playing together cooperatively. She praises children's achievements and kindness, which helps boost their confidence and self-esteem.

The childminder organises the play environment well to suit the differing ages of children. Toys for older children are stored in separate areas so that the younger children are able to move around freely and safely. The wide range of toys and play equipment is organised to enable children to make choices about their play. This develops children's independence and helps them acquire skills to move onto the next stage in their learning. The childminder carries out regular risk assessments to help her identify and minimise risks in

areas used by children. She organised a visit from the fire officer to check her premises and to talk to the children about fire safety. This helped raise the children's awareness of what to do in an emergency evacuation. The childminder plans outings jointly with her co-childminder and they each take responsibility for key children. She is well organised, ensuring that all equipment required is ready in the car. She teaches children about road safety, explaining that they have to wait for the green light before they can safely cross the road. This helps children learn how to keep themselves safe.

Children develop a good understanding of the need for a healthy lifestyle. The childminder follows consistent hygiene procedures to teach young children the importance of washing their hands before eating. She links with parents about each child's specific feeding requirements and encourages parents who provide children's food to send in healthy options. Children have access to outdoor play activities so they get regular fresh air and exercise. There is a communal garden available, but generally, the childminder prefers to take children on daily outings. This includes trips to the library, beach, farms and parks. As a result, children enjoy a wider range of play and learning experiences, and have good opportunities to explore their local environment.

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

The childminder has only been childminding for a short time. She works closely with her co-childminder to continue to develop her childminding service to benefit children. She reviews her resources, adding new play equipment to help her support younger children's physical development. The childminder has implemented effective observation, assessment and planning systems, and along with her co-childminder, she reflects on ways to improve her systems. She uses her assessment arrangements effectively to help children progress, including those who speak English as an additional language. She has yet to implement the progress check for two-year-olds, but she has relevant paperwork available and demonstrates she is aware of this requirement. She has continued to attend training to increase her knowledge and skills, and plans to gain a qualification.

The childminder is well organised and is clear of her responsibilities to meet the Early Years Foundation Stage safeguarding and welfare requirements. She provides a safe and secure environment for children. She has a clear understanding of her role to safeguard children, including child protection issues. The childminder keeps relevant guidance, and knows how to respond if she has a concern about a child. Well-maintained documentation and records help the childminder to support the children's welfare.

The childminder works well in partnership with parents. She has put together an essential information file to inform parents about her childminding service and her business arrangements. This includes the policies and procedures she follows to support her practice, as well as information about planned outings and menus. The childminder recognises the importance of liaising with other early years settings that children attend, to provide continuity for children's care and learning. She has developed systems in preparation for when children start pre-school next term. Parents make positive comments

about the childminder and how she works with them to meet their child's needs 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. 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	EY474183
Local authority	Bournemouth
Inspection number	961296
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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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