

Inspection date

26/08/2014

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

- Children feel safe and secure with the childminder who provides a caring and loving environment and follows familiar routines.
- Children have formed secure attachments with the childminder and her family. This allows them to feel confident and ready to participate in all activities.
- Relationships with parents are strong. High priority is given to ensuring relevant information is shared regularly, which consistently supports children's learning and welfare needs well.
- The childminder's self-evaluation is accurate and reflects her drive to making continuous improvements to the childminding service.

It is not yet outstanding because

- There is scope to develop partnership with parents further, by providing parents with clear information to enable them to support learning at home and to contribute to their child's learning journeys.

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 the childminder caring for and interacting with the children in the main playroom.
- The inspector looked at the written observations and assessments of children.
- The inspector looked at documentation, including self-evaluation, risk assessments and regulatory documentation.
- The inspector observed children's activities and resources. The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Marie Bain

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in a house in Ferndown, Dorset. The childminder's home is close to shops, parks, schools and public transport links. All areas of the property are used for childminding and toilet facilities are on both floors. There is an enclosed garden for outside play. The family has four cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder provides overnight care for two children. The childminder is currently caring for three children; of these, one is within the early years age group. The childminder supports children with special education needs and/or disabilities, and 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:

- consider ways to further develop the system for sharing information with parents in order to help them support, contribute and extend their child's learning and development at home.

Inspection judgements

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

Children are very settled and at ease because the childminder spends all her time playing with them and has a good understanding of their interests and individual daily routines. Consequently, they form warm and trusting relationships with the childminder and feel safe in her care. Children are clearly happy in the childminder's care because they laugh as they play and chat constantly to her. Children benefit from a wide range of toys, resources and activities. Children are relaxed and at ease in a homely environment where they confidently make choices and decisions. Children learn through play and make good progress, they are engaged and interested in meaningful activities, and enjoy choosing and playing with their favourite toys. Children have good opportunities to explore different art and craft materials and methods. This includes investigating patterns in paint using sponges and their hands and feet. They make their own monsters using play dough, straws, pasta and clay. This also teaches children the enjoyment of textured art and malleable substances. The childminder promotes children's creative skills and early writing skills through the easy access to pens, crayons and pencils and chalks. They enjoy 'writing' on the walls in the garden and on the blackboards with different coloured chalks.

The childminder encourages imaginative play through pretend play, and there is a supply

of varying construction games to encourage problem solving. Children delight in making up their own games using the dressing up clothes and accessories. They dance around the room as fairies and firefighters and plan how the 'wedding' will take place. This involves using the musical instruments to play 'tunes' for the wedding and a picnic on the carpet. On 'pirate day' the children learnt how to look at maps to find the treasure in the garden using magnifying glasses. While on rainy days, children like to build dens using blankets and cushions in the living room. The interactive globe helps children to learn about countries, animals and people around the world. Children are adept at pointing the pen on a specific country and laugh as the globe tells them a variety of information. The childminder uses open-ended questions to extend children's knowledge and understanding of the information they receive. Children take part in cooking activities and enjoy making lots of yummy delights such as pizzas and cakes. They really like to decorate biscuits with icing to make their own special design. Activities such as these promote children's mathematical understanding and development well overall as the childminder encourages children to measure and weigh ingredients. Children's language and communication develop very well as the childminder interacts with the children all of the time. She joins in with their play and introduces new words, for example, as children love to look at the weather and talk about what it is like today so that they can stick the picture on the weather chart.

Children make good progress in relation to their developmental starting points. The childminder quickly identifies any gaps and seeks to address them with parents. Through observations, she uses the choices that children make during their play to promote the next steps for their learning. Children take activities in their own direction, although some activities may be adult led for a specific purpose. For example, activities such as threading, helps children to develop fine motor skills so they can begin to manage zips on coats and shoes. This, alongside increasing social skills and a willingness to try new things, helps build children's confidence and independence in preparation for school. The childminder shares with parents their child's learning journal that contains regular reviews. However, the system for sharing information with parents in order to help them support, contribute and extend their child's learning and development at home, and contribute to their child's learning and development record, is not yet fully embedded.

Children enjoy some lovely trips, for example, to the farm to look at the animals, where the childminder encourages them to talk about the sounds and smells. Here, children also have the opportunity to hand feed a deer, bottle feed a lamb, hold a guinea pig and play on the bouncy castle. The childminder weaves children's mathematical development into everyday experiences. For example, when they go to the shop, children make a pictorial shopping list prior to going which shows how many items of each product they need. At the shops, they find and count the correct items to put in the basket and tick them off the shopping list. These outings also help children to extend their vocabulary because the childminder encourages them to talk about what they see and do, and about the world around them.

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

The children have good relationships with the childminder and her family. Children are confident within her home and benefit from the child-orientated play environment. They demonstrate that they are confident to explore and play. Children show they feel safe and secure in the childminder's care as they make suggestions on their play and settle well to chosen activities. The childminder remains close to the children, engaging and co-operating in their play. This reassurance promotes the children's personal, social and emotional development well overall.

Children display good behaviour overall which is applicable to their age and stage of development. The childminder is a good role model; she is patient and calm in her interactions with the children. She also gives children lots of very good clear explanations as to why it is nice to be kind to each other and she values their early attempts at turn taking and sharing. The childminder helps children gain confidence by offering frequent praise, and so children are keen to investigate, communicate and take part, developing good skills for future learning. Throughout the day, the childminder ensures that young children have opportunities to help put toys or equipment away, building children's awareness of caring for their environment. Children help to brush up the rice crispies after a 'messy play' activity and lay the table for snack time. They learn how to chop up apples and grapes using child-friendly cutlery for their mid-morning snack. Consequently, they have high levels of self-esteem and are eager to engage and safely join in activities and everyday tasks. This equips children with competences to take forward in life.

Children benefit from being cared for in a home, which is clean, warm and well maintained. Children's health and well-being is protected because the childminder holds an up-to-date first-aid certificate and has good procedures in place. For example, she takes positive steps to minimise the risk of cross infection by the provision of individual towels. Children learn which towel belongs to them because the childminder puts their name label above the towel. The children's families provide meals and snacks. Children drink regularly throughout the day to ensure that they do not get thirsty. Children develop a very good awareness of keeping healthy. For example, children use large toothbrushes and a tooth mould to learn the correct way in which to brush their teeth each day. Children have daily opportunities for fresh air and exercise as they play in the garden and go for local walks. They visit the local park where they climb on a range of different apparatus and take part in obstacle courses to develop their physical skills. In the garden the children can bring out any of the indoors toys so that they can enjoy their favourite games in a different learning environment. They enjoy bouncing on the space hopper, sliding on the small slide and playing 'monkey tails'.

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

The childminder keeps children safe; as she makes sure her home is secure. She completes risk assessments and has ongoing checks on her home, garden and on outings. Parents receive a copy of her safeguarding policy. Children play safely in this environment because the childminder is vigilant and supervises the children well. Children's welfare is a priority and the childminder is confident about procedures to follow if she has any

concerns about a child in her care. Parents have clear expectations of the childminder's practice, as they have information about all policies and procedures. Children's documentation is professionally maintained and stored securely and confidentially. This includes general information about the children, their records and information relating to accidents and incidents.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She has strong systems in place to monitor children's progress to support children to move on in their learning. For example, summaries and weekly focus plans clearly show how the childminder uses observations to plan fun and challenging learning experiences for children. She evaluates all activities, listens to children's comments and records how she is meeting their learning needs. This ensures activities and resources continue to challenge children across all areas of learning and help children to become active learners. The childminder demonstrates a strong commitment to improving her practice and her self-evaluation procedures are good. She is very reflective of the service she provides, by the continual completion of a self-evaluation journal. This enables her to act promptly on any areas to develop. The childminder has attended a range of relevant training courses, which provide her with a strong knowledge base to inform her practice and as a result, improve outcomes for children. Therefore, the childminder demonstrates a very clear ambition to provide good care and education for the children.

The childminder builds positive partnerships with parents and they share relevant information about the children's needs and interests. The daily diaries completed for each child gives parents an overview of their child's general health and well-being while in the care of the childminder. This promotes continuity of care for the children between home and the childminder's. The childminder offers a flexible service to meet the varying needs of parents and their work commitments and help children feel secure and settled. She offers time everyday for parents to discuss their child's day or issues they may have. The childminder values the opinions of parents and she receives very complimentary feedback through letters from satisfied families.

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	EY453154
Local authority	Dorset
Inspection number	924316
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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