

Inspection date

Previous inspection date

26/08/2014

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 form secure attachments with the childminder as she provides warm, consistent care and sensitively tunes into children's individual needs. This demonstrates her thorough understanding of their personal and social care needs.
- Children enjoy a rich, creative environment in which to follow their interests. Children are fully involved in their learning as the childminder captures and extends their interests through positive and thought provoking interactions.
- Children are supported in their growing independence through clear routines that support and encourage healthy choices.

It is not yet outstanding because

- Children are not always encouraged to make good use of the wide range of books that are available to them to extend their interests and knowledge further.

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 spoke to the children and childminder at appropriate times throughout the inspection.
- The inspector observed children in their play and in their interaction with the childminder indoors and outdoors.
- The inspector sampled the childminder's documentation and children's records.
- The inspector took account of the views of parents and their comments through their written feedback.
- The inspector looked at and discussed with the childminder her self-evaluation and risk assessments.

Inspector

Judi Naish

Full report

Information about the setting

The childminder was registered in 2012. She is registered on the early years register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and two children in a terraced house in Parkstone, Poole. The whole of the ground floor, one bedroom and the garden are used for childminding. The childminder regularly visits local parks, soft play areas, shops and the local library. All of which are within walking distance. She also collects children from local pre-schools and schools. There are currently three children on roll, all of whom are in the early years age group. The childminder operates all year round, Monday to Friday from 8am to 6pm, excluding bank holidays .

What the setting needs to do to improve further

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

- ensure resources to encourage children's interest in literacy are used effectively through planning and following children's interests.

Inspection judgements

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

Children settle quickly as they enjoy the welcoming and stimulating environment provided by the childminder. Children make choices based on their interests as resources are clearly displayed and easily accessed. The enabling environment allows children to organise and plan their own play, as well as engage in fun adult-led activities. For instance, following a recent trip to the park children are keen to follow their interest in ducks. Using natural items such as ferns, leaves and twigs, children discuss making a duck pond. The childminder produces paper plates and children delight in bringing additional items to make their own, unique duck pond. The childminder supports children's ideas and extends them using timely conversation and useful questions. Children enjoy the childminder's participation in the activity as she creates her own pond. In this way children's learning is enhanced and their interest broadened as they listen to ideas from the childminder and add to their own creations. They are given time to explore their own fascinations whether it is how to use a pair of scissors or watching the flow and feeling the stickiness of glue.

Children benefit from positive, timely communication with the childminder as she promotes their communication and language effectively. Children are confident as they share ideas with the childminder. The childminder in turn uses positive words of praise for moments of achievements and takes children's ideas and expands them, using words to help children broaden their vocabulary and deepen their thinking. For instance, during snack time children show an interest in sharks and in response the childminder shows

children some footage of her swimming with sharks. Children delight in this connection with the real world and, as the children's immediate interest is sparked, their knowledge and understanding of the natural world deepens as they get answers to questions triggered by the footage.

The childminder demonstrates a thorough understanding of the Early Years Foundation Stage. She uses her knowledge of how children learn through play to plan activities based on their individual needs and interests. The childminder engages children effectively in their learning and ensures children make good progress towards the early learning goals. For example as children are creating their duck ponds the childminder introduces ideas of counting, colour and shape to further challenge children in their mathematical learning and development. Although the childminder provides a wide range of books which are freely available to the children, she does not always extend children's interests using books as a source of information.

The childminder observes children as they play and participate in activities, and captures these moments using words and photographs. Children's next steps are planned for using these daily reflections on children's interests and achievements. This means children enjoy and fully engage in the activities that are planned for them and make good progress in their learning development. The childminder understands the importance of carrying out the progress check for two-year-old children and carries these out in a timely manner.

The childminder recognises the importance of a strong partnership with parents. Parents contribute knowledge of their child meaningfully to the childminder. This means the childminder's depth of knowledge and understanding of each child's needs and starting points are clearly identified and firmly embedded in her practice.

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

Children form warm and secure attachments to the childminder and are totally at ease in her company. The childminder works closely with parents to ensure children's emotional needs are fully met. Children are well prepared for their transition into other early years settings and to school. The childminder encourages good behaviour from children using positive words of praise and encouragement throughout the day. Children are confident as they explore activities freely and share ideas using a creative range of vocabulary. The childminder provides clear expectations for good behaviour, modelling kindness and thoughtful listening. In turn children's behaviour is thoughtful and focused.

Children enjoy time in the garden and benefit from the opportunities to develop their physical skills. The childminder encourages children to get involved in managing their own risks. For instance, before going into the garden children are invited to get out their garden boards to carry out a safety check on the garden. Children are delighted to join in and, using the picture symbols, go with the childminder to make sure no things such as rubbish are present. Upon completion of this children are encouraged to make their tick against the picture. In this way the childminder encourages children's learning across different areas of development such as pre-writing skills. Children discuss the need to stay

safe with the childminder and, as the childminder engages with and extends the discussion, children are confident of how to stay safe as they play. Children are relaxed and secure as they play and explore each activity fully. The childminder creates a welcoming and well thought out environment for children and their parents. She has carried out her own risk assessments including those for outings.

A strong routine ensures children's well-being needs are fully met. As children look forward to a snack time they enthusiastically head to the bathroom to wash their hands, chatting happily about the snack ahead. Children are offered healthy choices of fruit and breadstick and enjoy the process of choosing and cutting their own fruit. Children's ability to make healthy choices and develop independence skills are nurtured through the clear routines of the day. Children's social needs are well met during snack as they follow different topics of conversation with the childminder.

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

The childminder ensures that her home is safe, secure and welcoming. She is fully aware of her responsibilities with regard to safeguarding children. She has a clear understanding of safeguarding procedures, and is able to respond to any potential concerns for a child appropriately and swiftly. The childminder helps protect children from harm by ensuring her home is safe and completing effective risk assessments for all areas children use, including outings. She supervises children well and ensures that doors are secure and stair gates are in place when necessary.

The childminder reflects on her practice well. She monitors the children's interests daily and plans activities that challenge and support children's learning and development. She has a good knowledge of the Early Years Foundation Stage and reflects this in the accuracy of her documentation, outlining children's achievements and progress through carefully captured observations. The childminder has a positive attitude to her work and is keen to continue her professional development in order to meet the children's needs effectively. For instance the childminder has training in safeguarding, special educational needs, food hygiene and first aid.

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 of seeking parents' views and does this through informal chats, parent feedback forms and meetings with parents to discuss their child's progress. A range of written policies successfully reflect the service she provides with regard to meeting children's needs.

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	EY442445
Local authority	Poole
Inspection number	894292
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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.

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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