

Inspection date	18/09/2014
Previous inspection date	22/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 supports children's language development very well through her enthusiastic engagement in their discussions as they play.
- Children are happy, settled and feel secure with the childminder, due to her sensitive interactions and her clear knowledge of how to support their preferences and individual routines.
- The childminder attends regular training and seeks feedback about the service she provides; she uses this information to help her improve the outcomes for children.
- The childminder follows very effective routines to help to support children's safety and welfare.

It is not yet outstanding because

- At times, the organisation of planned activities does not enable the younger children to explore and investigate fully.
- The childminder does not provide photographs of children's families or friends, to encourage them to fully consider what makes them unique.

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 in the childminder's home and garden.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection
- The inspector took account of the childminder's self-evaluation and written comments from parents.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband and adult step-daughter in the Bradpole area of Bridport in West Dorset. Children have access to all areas of the childminder's home, with the main play areas on the ground floor, where there is also access to toilet facilities. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll; five of these are in the early years age range.

What the setting needs to do to improve further

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

- increase opportunities for younger children to explore and investigate during planned activities
- enhance children's awareness of what makes them unique, for example by providing more opportunities for them to share photographs of their families, friends, pets and personal experiences.

Inspection judgements

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

Children benefit from the childminder's enthusiastic interactions, which motivate them to get involved. The childminder interacts well with children as they play, teaching them skills to help prepare them for the next stage in their learning. She shows a keen interest in what children have to say, supporting them in extending their language abilities through her involvement. For example, as children talk about what they have for breakfast, the childminder repeats what they said back to them, and sometimes adds words, to help them to build on their sentences and vocabulary. Children have a keen interest in books. They pick up books by themselves, turn the pages and pretend to read a familiar story. When the childminder reads a book to them, even the younger children join in, babbling and using different sounds in a similar pattern to the childminder. The childminder listens to and values what they have to say, which makes children feel proud and encourages them to continue. The childminder talks to children about their holidays and outings at home. However she does not have any photographs of children's family members, friends or pets, to enhance their understanding of what makes them unique.

The children engage busily in role play. During the inspection, they secured their dolls in the pushchairs, took them for a walk around the room and found them clothes of the

correct size to wear. They pretended to cook dinner using the play knife and vegetables, acting out their experiences at home. The childminder also teaches children about number order and value, for example as they count the items in their shopping basket. The toys children use reflect the wider world, which helps them to become increasingly aware and respectful of diversity. Although children are able to make lots of choices from the freely accessible resources and toys, the childminder does not always fully consider how she organises planned activities to enable the youngest children to be able to explore and investigate fully. For example, during the inspection, when children sat at the table to engage in a painting activity, they were not in a position where they could explore the available materials to their full extent, to maximise their learning.

Effective systems for monitoring children's progress and planning for their next steps mean that children are supported in making good progress in all areas of their learning. Parents receive daily information about events, routines and the activities children have enjoyed. The childminder also discusses with them any particular aspects of children's learning or development she is focusing on, encouraging them to continue to support children's learning at home. The childminder completes a summary assessment, including the progress check for two-year-old children, which she shares with parents. This keeps them fully informed about the progress children are making and their next steps. The childminder asks parents to contribute to the information she gathers about children's starting points. This helps to ensure she is able to plan to meet children's needs right from the start.

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

Children are very happy and feel settled and secure. This is due to the childminder's caring and sensitive interactions and approach. Children who are new to the setting receive lots of cuddles and reassurance from the childminder, to help them feel comfortable and relaxed. The childminder has a detailed understanding of children's individual needs and routines. This means she is able to follow these closely to help children feel safe. For example, when recognising a younger child is tired, the childminder follows the familiar routine used at home, which enables the child to drift off to sleep peacefully. Children form strong bonds with the childminder and feel welcome in her home. Children learn to play well together, due to the clear expectations and boundaries the childminder uses with them. She offers them lots of praise for sharing and taking turns, and gently reminds them about having 'kind hands'. This helps children to form good relationships with each other. The childminder supports children in becoming increasingly independent in managing their personal care needs. She works closely with parents on areas such as potty training, to enable children to achieve this step successfully.

Indoor play spaces are well organised and welcoming, and provide children with access to a broad range of toys and equipment. Younger children develop their physical skills as they start to stand up against the furniture and use the push-along toys to build strong leg muscles. The childminder supports children's health well and provides children with daily opportunities to play outdoors in the fresh air. They use the childminder's garden and also

visit local parks and play areas to engage in physical activities. The childminder helps children to learn about the importance of following positive hygiene routines. She acts as a good role model and explains to children why she is washing her hands after changing their nappies. This teaches children good skills for the future that will support their health. The childminder promotes children's safety and welfare very well. All areas are secure, enabling children to move about freely and in safety, with appropriate levels of supervision. The childminder completes daily checks on the premises, ensuring that appropriate measures are in place to provide a safe environment for the children present. Children take part in practising the emergency evacuation procedures, and learn about road safety when they are on outings. This teaches children strategies to keep themselves safe.

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

The childminder has a good awareness and understanding of the Early Years Foundation Stage requirements for children's learning and welfare. Assessment arrangements are effective in enabling the childminder to monitor and plan for children's progress, and to identify individuals or groups of children who may need extra support to close gaps in their learning. The childminder demonstrates a commitment to continuous improvement. She attends training to increase her skills and applies what she has learnt to her provision, thereby improving outcomes for children. For example, strategies learnt during behaviour management training have helped the childminder to work with parents and carers to improve children's ability to manage their own behaviour. The childminder actively seeks and values feedback from children, parents and other childcare professionals, and uses this to help her identify and make improvements.

The childminder has a good understanding of child protection and safeguarding procedures. She frequently updates her safeguarding training, and due to this, she demonstrates a confident awareness of possible indicators of abuse and the procedures to follow should she have a concern about a child's welfare. This helps to ensure she is able to take prompt action in the event of a concern, to help keep children safe. The childminder shares all her written policies, including those for safeguarding, with parents. Therefore, parents are clear about her role and responsibilities. Well-organised and efficient use of documentation, such as an accurate record of children's attendance and accident and incident records, helps to support children's ongoing welfare.

Good partnerships established with parents help to ensure children feel safe and secure, and mean that the childminder is able to meet their individual needs well. Parents state that children are very happy and settled due to the childminder's positive interactions. They say that they value the welcoming and flexible service offered by the childminder, which helps to support their families' needs. Parents receive a daily diary, which provides details of routines and events, and keeps them fully involved in their child's time with the childminder. The childminder establishes links with other settings children attend, setting up arrangements to share information to help them work consistently in supporting

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	139226
Local authority	Dorset
Inspection number	841345
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	22/04/2009
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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