

Inspection date	01/10/2014
Previous inspection date	03/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 provides a welcoming family home, where children are safe and well cared for.
- The childminder uses an effective system to monitor children's progress in their learning. She plans a broad range of activities both at her home and on outings.
- Positive partnerships with parents and other professionals enable the childminder to meet children's individual needs well.
- The childminder reflects on her practice and keeps her knowledge up to date, which means she continues to improve her provision for children and families.

It is not yet outstanding because

- The provision in the garden area does not always stimulate children in all areas of learning and enable them to extend their own play and ideas.
- The childminder is not always consistent in using correct words rather than familiar versions when she is encouraging young children's speech.

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's activities in the home and garden.
- The inspector talked with the childminder about children's activities.
- The inspector sampled records and documentation, which included children's progress records.

Inspector

Brenda Flewitt

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband, who works as her assistant when needed. They have three children, one of whom is in the early years age group, and live in the Colehill area of Wimborne, Dorset. The childminder mainly uses the ground floor of her home for childminding, which includes a lounge/dining room, kitchen and toilet facilities. There is provision for sleeping on the first floor. There is an enclosed garden available for outdoor play. The family has a pet dog, to which children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll, three of whom are in the early years age group. The childminder also cares for children over the age of eight years. She holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- develop the garden area to provide experiences for children that promote all areas of learning, enabling them to extend their own ideas

- develop consistency in supporting children's language skills by always using words in full.

Inspection judgements

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

Children enjoy the time they spend with the childminder. Overall, she has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder provides a welcoming family home with a range of suitable play equipment. She makes a selection available so that children can make independent choices. The childminder has compiled a book with pictures of alternative resources so that children know what is available for them to play with. The play equipment in the garden mainly promotes physical development with apparatus, such as slides, wheeled vehicles and a sand tray. Therefore, the childminder is missing opportunities for promoting other learning experiences when children play outside. For example, the playhouse lacks toys and equipment to encourage children's imaginative play. Consequently, there are few opportunities for children to express their creativity and develop their own ideas.

The childminder uses an effective assessment system to monitor children's progress. She seeks information from parents about children's activities at home when they first start to attend. The childminder makes observations of children's play and achievements and completes a file for each child, which she shares with parents. The childminder has a good understanding of her responsibility to carry out progress checks for two-year-old children. The childminder uses child development guidance effectively to help her plan the next steps in children's learning. She incorporates these, together with themes such as Autumn, to inform the planning of a broad range of activities and meaningful experiences. The childminder has introduced a document to track children's progress, which helps her to identify any gaps in their learning.

Overall, the childminder encourages children's language and communication skills well. She joins in their play and talks with them, describing what is happening and naming objects, people, actions and concepts. For example, as children manipulated play dough using their hands and various tools, the childminder talked about colours and shapes, and described what they were doing. As she prepared snack, she talked to the children about people in their family, which encourages children to recall and feel secure. The childminder acknowledges young children's attempts to use language to communicate by repeating words back to them. This gives them confidence to speak as they know she understands them. However, on occasions the childminder uses familiar terms such as 'doggy' rather than dog, and 'piggy' for pig. Therefore, children learning to speak do not always hear the correct words for them to copy.

The childminder makes good use of the local area to provide experiences for children to enhance their learning. For example, regular visits to groups help develop children's social skills as they meet other children and adults. Children take part in activities in a group, which helps them understand expectations when they move on to pre-school and school. Outings to farms and the childminder's allotment spark children's curiosity about animals and the natural world. They learn about changes in nature as they help to plant, nurture and harvest vegetables. Walks in a local wooded area excite children as they collect natural items, such as conkers. The childminder uses situations such as these to encourage children to count and be aware of capacity as they fill and empty their containers. The childminder regularly takes children to the library, where they choose books to borrow and use the automated checkout system. This helps children develop a keen interest in books and raises their awareness of modern technology in a meaningful situation.

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

Children are settled and secure. They develop trusting relationships with the childminder and her family. The childminder requests useful information from parents, which enables her to follow young children's routines. This means they sleep and eat according to their individual needs, which supports the smooth move between home and the childminding setting. The childminder provides individual equipment, such as drinking bottles and coat pegs, which helps children to develop a sense of belonging.

The childminder helps children know what to expect through familiar routines and explanations, consequently, they learn to behave well. The childminder teaches children to take turns and share equipment. She encourages them to help tidy away toys when they have finished with them. This helps them understand about caring for equipment and the environment. The childminder praises children's efforts and achievements regularly, which helps boost their self-esteem and confidence. The childminder helps children to be aware of their own safety as she reminds them how to use equipment properly. She teaches children traffic awareness and safe routines for crossing roads. Regular fire drills help children to know what to do in a real situation.

The childminder promotes children's healthy lifestyle well. She plans daily fresh air and exercise through garden play and outings. The childminder takes children to play parks, where they use a range of large apparatus to promote their physical skills. The childminder enables children to make choices from healthy options at meal times. For example, she offers a choice of fresh fruit at snack time and encourages children's increasing independence in preparing their food. The childminder promotes their understanding of the importance of healthy eating through books and discussion. The childminder helps children learn good procedures and independence for their personal hygiene. She allows them time to learn how to put on their own outdoor clothes. This all helps children develop skills for the future.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She has a good understanding of the requirements when working with an assistant and meeting adult-to-child ratios. The childminder completes risk assessments to help to provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She is clear about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps her knowledge up to date by regularly attending training. She also ensures her assistant attends relevant training in order to safeguard children's welfare and promote their well-being. The childminder keeps the legally required records, which she completes clearly and stores confidentially. Overall, she has a good understanding about how children learn through play and real experiences. She knows how to promote good progress in their overall development. She has an effective system that gives her an overview of children's progress, which helps her to identify any gaps in their learning.

The childminder promotes positive partnerships with parents and other professionals. She supplies important information about her childminding service by way of written policies, discussion and displays in her home. The childminder encourages daily exchange of information with parents, so that she can meet children's individual needs well. This

includes conversations and a written daily diary. The childminder is aware of the importance of sharing information with other providers when children attend additional early years settings. She is proactive in making contact to establish a dialogue, in order to promote consistency in children's care and learning.

The childminder has successfully addressed the recommendations set at the last inspection, which has improved aspects of children's learning and development. She has also gained an early years qualification. The childminder reflects on her provision in order to make adjustments to improve children's learning experiences. For example, she has provided individual coat pegs, which she has labelled. This encourages children's independence, sense of belonging and skills in recognising their written name. The childminder increases her knowledge and keeps up to date with changes by attending training. Regular contact with other childcare professionals means that they share good practice ideas. All this helps her to continue to develop the service she provides for children and their families.

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
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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	EY399435
Local authority	Dorset
Inspection number	844846
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	10
Name of provider	
Date of previous inspection	03/02/2010
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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