

Inspection date	23/10/2014
Previous inspection date	20/01/2009

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 knows children well. She supports their emotional well-being successfully, and as a result, children build positive relationships with her.
- Children develop good communication and problem-solving skills due the positive interaction they receive from the childminder.
- Partnerships with parents and other professionals are strong. These help the childminder to provide for children's individual care and learning effectively.
- Children's safety is a high priority. The childminder organises the play environment to minimise hazards so children can move around freely and safely in their play.

It is not yet outstanding because

- The childminder does not make the most of opportunities to enable children to use their senses and explore and engage in a rich range of materials and experiences.
- The childminder does not use the outdoor environment fully all year round to enhance children's learning and development in all areas.

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 necessary documentation relating to the Early Years Foundation Stage provided by the childminder, including a sample of children's records.
- The inspector discussed the systems used by the childminder to evaluate her provision.

Inspector

Dinah Round

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband and two children in the Southbourne area of Bournemouth, Dorset. The ground floor of the childminder's house is used for childminding, and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register. She is currently caring for seven children under eight years, three of whom are in the early years age group. The family has puppy, and keep a guinea pig. The childminder has a relevant 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:

- extend opportunities for younger children to be as independent as possible through creative play activities and experiences

- make greater use of the garden to provide play activities and experiences, in all safe weathers, to enhance children's development all year round.

Inspection judgements

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

The childminder has a good understanding of children's individual abilities and stages of development through her close relationship with parents. She observes the children regularly in their play to help her assess how they are progressing. This enables her to plan activities that focus on each child's individual learning. She offers good support for any children who have specific needs, following targeted activities to enable them to achieve. As a result, children are making good progress in their learning and development in relation to their starting points on entry. The childminder organises a variety of interesting play activities during the week, including regular outings. These provide children with fun learning experiences, and allow them to socialise with other children.

The childminder supports children's early communication and language effectively through her positive interactions. For example, she joined in playful games of 'peek-a-boo' with babies who responded well. They giggled with excitement as she did the actions repeatedly. The childminder continually talked with children to model language, to help the youngest ones find their voices. She reads the books children choose, introducing many new words and sounds, which helps build on children's vocabularies. Young children show an interest in the pictures and turn the pages with care and control. This helps to promote their early literacy skills.

Children enjoy exploring the appealing toys and play equipment. The childminder allows them to follow their interests. They put different sized, wooden rings on top of each other, while the childminder skilfully extends their learning. She introduced the colours and sizes, saying, 'small red one' and 'big yellow one', so children hear early mathematical language. When children selected the shape sorter, she encouraged them to test out which shapes fitted in the corresponding holes. She offered sensitive support, but allowed children to do it by themselves to they learn through having a go. This approach helps develop children's problem-solving skills and introduces them to size, shape, and measure.

Children take part in a variety of creative play activities both at the childminder's setting and when attending local groups. However, at times, the activities provided are overly adult-led and geared more to older children, such as colouring in pre-drawn shapes on a Divali card. This reduces opportunities for the younger children to learn through use of their senses, and by freely exploring and experimenting through the play experiences.

The childminder links closely with parents to gain detailed information about each child's abilities, preferences and routines. This enables her to support children from the start and plan for their individual learning and development. She keeps parents well informed about their children's activities. She shares children's progress with the parents to keep them informed of the children's achievements, and to involve parents in their children's learning.

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

The childminder develops positive relationships with children. She knows children well and is sensitive towards their feelings, fostering children's emotional well-being effectively. She makes sure that each child receives her individual attention. She follows their particular routines carefully. For example, she recognises when younger children have become tired so she settles them down for a sleep. As a result, children are happy, settled and content.

The childminder provides plenty of reassurance, which supports children in becoming emotionally assured. This means that younger children happily explored their surroundings knowing that the childminder is close-by. She encourages the younger children to develop their self-care skills quickly, such as feeding themselves at mealtimes. Children show their growing confidence as they take decisions for themselves, such as making independent choices about their play. This means children are learning good skills for the future in readiness for the next stage in their learning.

The childminder completes ongoing visual checks of her premises, and of any venues away from her home that she uses with the children, to aid her risk assessment. This enables her to identify and minimise any hazards to children, such as putting a safety gate at the bottom of the stairs when babies start to move around. She continually monitors the play spaces to make sure areas are kept clear and any equipment with small pieces is stored out of the reach of younger children. This means that younger children can move around freely and safely in their play. She supervises the children well. For example, she stays close-by when younger children are starting to pull themselves up on the furniture,

to keep them safe.

The childminder is very aware when younger children are losing interest in an activity and offers alternatives promptly to keep them occupied and engaged. She talks with children to help them understand about the needs of others. For example, when two children want the same toy, she explains who had the toy first and offers different choices of toys so they can both join in the play. This helps prevent any squabbles, and teaches children how to manage their own behaviour. Older children contribute towards developing the house rules which involves them in setting their own boundaries for the care of the environment. The childminder carries out monthly evacuation practices to make sure all children have taken part and are clear what to do in an emergency.

The childminder provides a well-resourced and welcoming environment. She organises her good-quality play equipment in low-storage units so the resources are easily accessible for children. This arrangement adds to children's enjoyment, and promotes their independence. Overall, the children have many opportunities to be outside in the fresh air. They play in the childminder's garden on some days, and go on regular outings. Children enjoy kicking a ball and chasing leaves in the wind when they visit the local park, having fresh air and exercise. This helps to promote children's physical development. The childminder has a variety of outdoor, play equipment available. However, she does not make the most of the garden all year round to enrich children's learning experiences. Children are developing an understanding about keeping healthy through the childminder's good hygiene routines. Younger children hold their hands out so the childminder can clean them, as they know they need to have them wiped before eating.

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

The childminder is well organised and creates an environment for children that is secure. She has a strong knowledge and understanding of her responsibilities in meeting the safeguarding and welfare requirements, which she implements effectively. The childminder has a good knowledge of how to keep children safe, including in regard to child protection. She has relevant safeguarding information she can refer to easily, and is clear of procedures to follow if she has a concern about a child's welfare. She consistently reviews her safety procedures children play in safety. The childminder attends appropriate first aid and safeguarding training to keep her knowledge and skills updated. This helps her support children's welfare effectively.

The childminder has a positive attitude to the ongoing development of her provision. She continues to evaluate what she provides for children to help her identify ways she can make further improvements. Through doing this, she has recently re-organised her playroom and purchased new storage units and play equipment. This means that toys and play equipment are now more easily accessible for children, which promotes independent learning.

The childminder monitors the children's progress and achievements. She talks with her

childcare-development officer for ways to improve her systems, such as implementing a checking system to identify any gaps in the children's learning quickly. However, she has not recognised some weaknesses in the provision, such as in her outdoor play spaces. The childminder strongly values the parents' views, and sends out questionnaires to gain feedback about her service, to help drive further improvement.

The childminder works supportively and effectively with parents and other professionals who are involved in children's care. These good working relationships mean that the children receive the specific support they need, providing continuity for learning and development. The childminder provides parents with clear information about her service. This is through the completion of contracts, ongoing discussion, and her informative newsletters. Parents say they are, 'really pleased' with the way the childminder communicates with their child to encourage their progress.

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	EY234909
Local authority	Bournemouth
Inspection number	832847
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	20/01/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

