

Inspection date	23/10/2014
Previous inspection date	22/02/2011

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 provides a safe and welcoming family home in which to care for children.
- The childminder plans a good range of activities, inside and outside, that promotes children's learning and good progress.
- Positive partnerships with parents and professionals enable the childminder to meet children's needs well.
- The childminder reflects on her practice and keeps her knowledge up to date to continue to develop her service for children and their families.

It is not yet outstanding because

- The childminder sometimes misses opportunities to promote mathematics through everyday activities.
- The childminder does not always use children's spontaneous play to encourage them to write for a purpose.

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 childminder's home and garden
- The inspector talked with the childminder about children's activities.
- The inspector sampled records and documentation, which included policies and children's progress records.
- The inspector took account of parents' views obtained by letter.

Inspector

Brenda Flewitt

Full report

Information about the setting

The childminder registered in 2007. She lives with her partner and two children in the Wyke Regis area of Weymouth, Dorset. The childminder uses the ground floor of her home for childminding, which includes a playroom, kitchen, lounge and toilet facilities. She works with an assistant. There is an enclosed garden available for outdoor play. The childminder keeps two guinea pigs, to which the 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 five children on roll, of whom four are in the early years age group. The childminder holds the National Nursery Examination Board (NNEB) qualification.

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 children to write for a purpose as part of their spontaneous play
- strengthen children's understanding of mathematics through routine activities.

Inspection judgements

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

Children are happy and settled in the childminder's care. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a welcoming family home with a good range of play equipment. She arranges the toys and resources in low-level units and labels them with pictures. This means that children can select independently to extend their own play and learning. The childminder uses a clear assessment system to monitor children's learning and progress. She seeks information from parents about children's activities at home when they first start to attend. The childminder makes detailed 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. She uses child development guidance effectively to help her plan the next steps in children's learning. The childminder uses a document to track children's progress, which helps her to identify gaps in their learning.

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, at the inspection, children enjoyed moulding mashed potato into shapes. The childminder joined in by showing interest in children's

ideas and asking questions to help them recall features of the familiar character they were making. She talked about parts of the body, modelled counting and named shapes, such as a circle for a mouth. The childminder provides a good range of books, and children select favourites to enjoy with an adult. She takes children to the local library where they choose books to bring back, using the automated checkout system, which raises their awareness of modern technology in a meaningful situation.

The childminder plans various activities to encourage children to practise skills for writing, such as drawing in damp sand, making lists for shopping and painting activities. However, she sometimes misses opportunities to add writing materials to extend children's spontaneous play. For example, children pretended to take orders for food as they developed the mashed potato play. The childminder overlooked the chance to encourage writing the order down, in order to develop children's understanding of writing for a purpose. The childminder teaches children about the natural world as they hunt for bugs in the garden, for example learning that caterpillars change into butterflies. She encourages children to notice the difference in how trees look as seasons change, and involves them in growing plants.

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 assistant. 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 displays children's artwork in her home, which helps children to develop a sense of pride and 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 expects good table manners and provides incentives such as collecting spots for their individual ladybird shape. The childminder praises children's efforts and achievements regularly, which helps boost their self-esteem and confidence. She helps children to be aware of their own safety as she teaches them traffic awareness and safe routines for crossing roads. She reminds them to be wary of animals they do not know. Regular fire drills help children to know what she expects of them in a real situation.

The childminder promotes children's healthy lifestyle well. She plans opportunities for 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. She plans dancing, music and movement, and yoga sessions, which help develop children's listening skills as well as promoting their good health. The childminder enables children to make choices from healthy options at meal times. For example, she offers a choice of fresh fruit and vegetables at snack time. The childminder promotes their understanding of the importance of healthy eating through discussion and play activities. However, she does not always use situations such as meal times to compound children's understanding

of number and shape. The childminder helps children learn good procedures and independence for their personal hygiene. She allows them time to learn to manage 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 has a good understanding of her responsibilities in meeting requirements with regard to employing an assistant. She implements clear policies, which she shares with parents and her assistant, to promote children's welfare and safety. The childminder completes risk assessments to help to provide a safe environment for children to play, both in 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 keeps the legally required records, which she completes clearly and stores confidentially. The childminder has a good understanding about how children learn through play and real experiences, and 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. Parents say that they are very happy with the standard of childcare. They like the range of activities the childminder offers and say that their children build good relationships. 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. The childminder, together with her assistant, reflects on her provision in order to make adjustments to improve children's learning experiences. For example, she has re-organised the puzzles to help children select and complete a task independently. The childminder increases her knowledge and keeps up to date with changes by attending training, and welcomes support from early years advisors. 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
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	EY357151
Local authority	Dorset
Inspection number	835361
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	22/02/2011
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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