

Inspection date	29/10/2014
Previous inspection date	08/12/2010

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 focuses on children's individual learning needs when planning activities, which helps all children to make good progress.
- Good systems for information sharing keep parents fully informed and involved in children's learning, enabling them to support children's learning further at home.
- The childminder follows good procedures to promote children's safety.
- Children are happy, settle well and feel welcome in the childminder's home.

It is not yet outstanding because

- The childminder does not always make full use of her garden to extend children's learning experiences.
- Children are not always fully aware of other toys and resources that are stored elsewhere in the childminder's home, which reduces the choices they are able to make.

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.
- 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.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 2007. She lives with her two children in a residential area of Dorchester, in Dorset. All areas of the childminder's home are available for childminding, with care mainly provided on the ground floor; this includes a lounge and kitchen/diner. Toilet facilities and sleeping provision are on the first floor. Children have access to the rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has two children on roll, one of whom is in the early years age group.

What the setting needs to do to improve further

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

- provide more opportunities for children to use the garden, to extend their play and learning opportunities
- increase the choices children can make in what they play with, for example by providing them with details of additional resources that are stored in other areas of the home.

Inspection judgements

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

Children are interested, motivated and keen to learn. This is because the childminder provides them with activities that link closely to their interests, learning styles and development needs. The childminder completes regular observations and assessments on children, which help her to identify any gaps in their learning and plan carefully for their next steps. This includes completing the required progress check for two-year-old children. Consequently, children receive appropriate levels of challenge and support as they play, which helps them make good progress in all areas of learning. For example, during the inspection, the childminder provided a wide range of toys and equipment for children to sort and post. She increased interest and challenge by adding new resources such as shells, saucepans, spoons and whisks. Children explored these resources as they posted bricks in the saucepan and banged the shells together, learning about size, shape, colour, texture and sound as they played. The childminder is constantly involved as children play. This supports their language development as she describes what they are doing and asks questions to encourage them to communicate.

As the children played the musical instruments, the childminder sang nursery rhymes and familiar songs. This encouraged children to join in and gave them confidence to try new

ways of using the instruments. Children show their excitement through their smiles and reactions. They keenly watched the childminder's son blowing the bubbles. As they saw the bubbles in the air, they laughed and giggled. They jumped to try to catch them with their hands. This fun activity increases children's coordination skills and balance, and develops their social skills as they engage in activities with other children. The childminder sat with the children playing with the dough. They moulded the dough using their hands and made marks using the tools provided. The childminder drew children's attention to the patterns they had made, helping them to make links and become aware of cause and effect. The childminder makes good use of indoor space to support children's learning. However, she sometimes misses opportunities to extend their learning experiences in her garden.

The childminder includes parents fully in children's learning. When children first start, the childminder gains valuable information from parents about children's starting points, interests and preferences. This, along with her own records of information, helps her to plan well for their progress. The childminder meets with parents daily to share the steps children have taken and what she is planning next. This encourages parents to further support children's learning at home. The childminder works closely with parents to support children's care and learning needs. For example, she has adapted arrangements for snack time and provided recipes for parents to try at home. This helps to improve children's eating habits at meal times, to further support their physical development.

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

Children form good relationships with the childminder and her family. This is because the childminder has a good understanding of their individual needs and respects these at all times. Children see photographs of themselves and their creative work on display. This helps to give them a strong sense of belonging and pride in what they can do. Children are confident and happy. When they feel tired, they enjoy a cuddle with the childminder before they fall to sleep peacefully. This demonstrates that they feel safe and settled in her care. Children learn how to manage their own behaviour. The childminder reminds them of the boundaries and expectations that are in place to help keep them safe. For example, the childminder quickly and gently reminds children to sit down on the sofa and not to climb, so they do not fall. She offers lots of praise and encouragement, which helps children to learn how to manage their behaviour.

Indoor play spaces are well organised and welcoming, and provide children with access to a generally good range of toys and equipment. The toys the childminder gets out are easily accessible in clear, labelled boxes. The childminder stores a larger selection of toys and resources in other areas of her home, to prevent the playroom becoming overcrowded and cluttered. She rotates toys regularly to renew children's interest. However children are not always aware of other toys that are available, to enable them to make more choices in what they play with. The childminder regularly takes children to parks and outdoor play areas to benefit from engaging in physical play outdoors. They attend group activities with the childminder, which supports their personal, social and emotional development well.

The childminder takes positive steps to ensure she is able to supervise children well at all times. She has re-arranged the layout of the ground floor of her home to improve visibility between areas, helping to keep children safe as they play. The childminder is vigilant about safety. She completes regular checks on her home and takes steps to help ensure children's safety when they are on outings. Children learn about keeping themselves safe. The childminder reminds children of simple boundaries around the home and teaches them about road safety when they are out. The childminder provides children with home-cooked meals that meet their individual dietary needs. She teaches them about good hygiene routines to promote their health.

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. She is keen to increase her skills and knowledge to support children's needs. For example, she has improved the support she offers for children's creative development, after attending a training session to give her more ideas and understanding of this aspect of children's learning. The childminder considers her own practices to help her identify aspects that are working well and those she can improve on. After reviewing safety, she has made improvements to supervision arrangements in her home. The childminder uses her records of children's progress to help her make sure that overall, children access a broad range of activities that support their learning needs in all areas. This demonstrates the childminder's commitment to continuous improvement. The childminder shares all her written policies with parents and carers. Therefore, they are clear about her role and responsibilities. Well-organised and efficient use of documentation, such as an accurate record of children's attendance and a visitors' record, helps to support children's ongoing safety and welfare.

The childminder has a very secure understanding of child protection and safeguarding procedures. She completes specific training regarding safeguarding to increase her knowledge and confidence in this area. The childminder demonstrates a good understanding of possible indicators of abuse. She is confident in the procedures to follow, should she have a concern about a child's welfare, and has easy access to her own written policy and local guidance to refer to. This helps to ensure she is able to take prompt action in the event of a concern, to help keep children safe.

Good partnerships established with parents and carers help to ensure children feel safe and secure. A daily diary, used alongside discussions with parents, keeps them well informed of events and routines. This means that parents and the childminder are able to consistently support children's care needs. The childminder is fully aware of the need to link with others involved in supporting children's care and learning 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	EY363894
Local authority	Dorset
Inspection number	838015
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	08/12/2010
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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