

Inspection date	10/11/2014
Previous inspection date	20/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 establishes very good relationships with parents and involves them fully in all aspects of children's care and learning.
- The childminder and her assistant extend children's vocabulary and language skills well through their skilful interactions during children's play.
- Children feel welcome and develop a strong sense of belonging in the childminder's home.
- Children have easy access to a broad range of interesting toys and equipment, enabling them to make choices in what they play with.

It is not yet outstanding because

- The childminder has not linked with all other early years settings that children attend, to help ensure they share detailed information to promote consistency.
- The childminder does not always make enough use of her garden at all times of year, to extend children's learning experiences.

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, her assistant and children at appropriate times during the inspection.
- The inspector took account of written feedback from parents and the provider's self-evaluation.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband in the village of Puddletown, near Dorchester in Dorset. All areas of the childminder's home are available for childminding, with care mainly provided on the ground floor, which includes a lounge, kitchen/diner, conservatory and toilet facilities. A bedroom on the first floor is available for sleep. There is a rear garden for outside play. The family has a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 18 children on roll, nine of whom are in the early years age group. The childminder sometimes works with assistants.

What the setting needs to do to improve further

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

- extend links with other early years settings that children attend, to further promote consistency when supporting their learning
- make more use of the garden at all times of the year, to further increase children's learning opportunities.

Inspection judgements

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

Children are happy and busy in the childminder's care. The childminder and her assistant support children's language development well. They engage in discussions with children, ask questions and gently correct their use of words to help them learn how to say them correctly. This extends children's vocabulary and increases their confidence in using language to express themselves. Children have easy access to a range of books and regularly use mark-making tools and equipment. For example, the childminder provides them with chalks, pens and paper to create patterns and drawings. This supports children's literacy skills, as well as their creative abilities. The childminder helps children to learn about number order and value. For example, as they slotted the play money in the piggy bank, the childminder encouraged them to count each coin. As the numbers got higher, she joined in, helping children to use larger numbers and increase their understanding. The childminder pointed out numerals on the side of the toy, linking these to the number of coins they had used; this helps children to link numerals to number value and builds on their mathematical awareness. Children benefit from engaging in a wide range of activities that capture their interest and increase their understanding of the world around them. They make patterns in the shaving foam, hide their dinosaurs in the sawdust and dig up the rice using the play diggers and trucks. Some resources reflect

different family backgrounds and cultures, such as the toy wok in the role-play kitchen. This helps children to start to understand, respect and value diversity.

Children make good progress in all areas of learning. This is because the childminder and her assistant have a clear understanding of each child's interests and stage of development. They use this information well when planning activities, ensuring children enjoy and benefit from their learning. Parents provide detailed information about children's starting points, which the childminder uses alongside her ongoing observations. Records help the childminder to monitor children's progress, identify and address any gaps in their learning, and plan for their next steps. Parents receive detailed information about activities and care routines through daily diaries and discussions with the childminder. She shares her written records of children's progress and development with parents, and asks for their comments about children's learning at home. The childminder completes summary assessments, including the progress check for two-year-old children, and shares these with parents. This helps them to be fully involved and included in children's learning, and encourages them to support children's learning further at home.

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

Children feel welcome and relaxed in the childminder's care, and have a strong sense of belonging. The childminder gathers photographs of children's families, pets and friends, and uses these to engage in discussions with children. This helps children to feel valued and important. Children respond well to the caring interactions of the childminder and her assistant. The children happily and confidently call out their names if they need support or want someone to join in with their game. This demonstrates the strong bonds they form with the childminder and her assistant. Children are learning to play well with their friends. As they made their pictures, the childminder reminded them to share the stickers. This supports their social development as they build relationships with others. Children's individual needs are well known to the childminder and her assistant, helping children to feel safe and secure. For example, the childminder knows children's sleep routines at home, so she can follow them while they are with her. The childminder supports children in becoming increasingly independent in managing their personal care needs. She organises resources to enable children to learn to use the toilet independently, helping to prepare them for the next stage in their development.

Play areas are bright and welcoming, and encourage children to get involved in play. The majority of toys and resources are easily accessible and clearly labelled with both pictures and words. This enables children to make choices in what they want to play with. Children benefit from visits to local places of interest, and open spaces such as parks and the beach. This extends their awareness of the world around them, as well as providing them with opportunities to develop physical skills. Children have some opportunities to play in the childminder's garden. However, this area is not always set up well to enable children to engage in a broad range of activities at all times of the year. For example, the childminder has not prepared the playhouse to enable children to engage in role-play outdoors.

The childminder supports children's health well. She reminds them about good hygiene routines such as blowing their nose and washing their hands. The childminder and her assistant follow positive practices, such as using gloves, aprons and a specific bin when changing nappies, to reduce the risk of germs spreading. Good arrangements are in place to help keep children safe. The childminder and her assistant are vigilant about safety, taking immediate steps to reduce risks and prevent accidents, for example removing children's socks so they do not slip on the wooden flooring. Good supervision arrangements help to ensure children's safety as they play and take part in activities. Children learn about safety. They engage in discussions about road safety on outings and take part in practising the emergency evacuation procedures with the childminder. This teaches them skills that help them to keep safe as they grow up.

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

The childminder has a good knowledge of the Early Years Foundation Stage requirements. She is keen to make improvements to the service she provides. She seeks feedback from early years professionals and parents, to help her identify and address areas for improvement. The childminder and her assistant attend regular training to improve their skills, in order to benefit children. For example, after attending training on inclusion, the childminder reviewed and improved her play provision to help ensure children gain a greater awareness and understanding of diversity. At the time of her last inspection, the childminder was working with a group of childminders in their home, caring mainly for older children. Since then, she has changed her working arrangements by caring for early years children in her own home. She has introduced more effective systems to identify and support the individual learning needs of these younger children. This helps her to ensure all children are making good progress in all areas of learning. Overall, the childminder monitors her educational programmes well, to ensure each child receives a good balance of learning opportunities to support their progress.

The childminder and her assistant have a secure awareness and understanding of safeguarding procedures. They attend specific training about child protection to ensure they are confident in the procedures to follow. The childminder ensures assistants are fully aware of their individual roles and responsibilities regarding child protection, through effective induction and staff supervision arrangements. This means they are all able to respond effectively and promptly to any child protection concerns should they occur. This supports the childminder in keeping children safe.

The childminder provides parents with good information about the service she and her assistants offer. Parents have access to all written policies and procedures, so they have a clear understanding of the childminder's role and responsibilities. Written diaries and daily discussions keep parents well informed of events in their children's day, and their continued progress. Parents state that their children really enjoy attending and benefit greatly from the wide range of activities they take part in. They appreciate the flexible and reliable service the childminder offers, which helps them to meet their family's needs. The childminder engages in discussions with some of the other settings children attend.

However, she does not share sufficiently detailed information about children's progress and development with all of them, to help ensure they are able to work consistently when supporting children's learning needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY378033
Local authority	Dorset
Inspection number	822293
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	20/02/2009
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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