

Inspection date	12/11/2014
Previous inspection date	13/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder uses excellent systems for monitoring children's progress to target their individual learning needs and help them make rapid progress in all areas of their learning.
- The childminder builds exceptionally good relationships with parents and other providers, which helps her to provide consistent support for each child's learning and care needs.
- Children have a strong exploratory nature, and are exceptionally keen to learn, due to the broad range of varied and imaginative experiences the childminder provides.
- The childminder has a highly professional approach to her role. She reflects constantly on the service she provides seeking feedback from others to help make improvements.
- The childminder follows excellent procedures to promote children's safety and welfare and teaches children strategies to keep themselves safe.

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 written and verbal feedback from parents and the provider's self-evaluation.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 1995. She lives with her husband and two adult children in Sherborne, Dorset. All areas of the childminder's home are available for childminding with care mainly provided on the ground floor, which includes a lounge, dining room, kitchen and cloakroom. Rest facilities are available on the ground and first floor. There is a rear garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, all of whom are in the early years age group. The childminder holds an NNEB childcare qualification. The childminder is a member of the local quality assurance scheme.

What the setting needs to do to improve further

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

- enhance children's awareness of themselves and their families by sharing photographs of people who are important in their lives.

Inspection judgements

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

Children make exceptionally rapid progress in all areas of their learning and development. This is due to the outstanding quality of teaching they receive from the childminder, who has high expectations of the children and herself. The childminder has an accurate understanding of their individual learning needs, interests and learning styles. She provides an exceptionally broad range of highly stimulating activities, which capture children's interest and mean they are keen to learn. This prepares them very well for the next stage in their learning. For example, children are extremely confident in their communication and literacy skills. The childminder responds positively to the chatter and babbles from younger children, encouraging them to communicate and experiment with sounds. She engages older children in discussions that extend their use of complex sentences and increase their range of vocabulary.

The childminder adapts her approach and input skilfully to provide excellent levels of challenge and support for each individual child. For example, both older and younger children participate in a painting activity using paint, tools for printing and their fingers. The childminder helps the younger child to feel the paint and allows the older child to cut a shape in okra to print using the paint. Children explore freely and experiment at their own level, producing a picture that the childminder values and appreciates. This gives children confidence and high levels of self-esteem. Children identify letter sounds and shapes and have a go at writing their names to label their work. They show an interest in rhymes and make up their own fun words, continuing a rhyming pattern. Children display

a strong exploratory nature as they investigate the contents of the treasure basket, and react with excitement to the sound the metal bowl makes as it drops on the floor. They repeat their actions purposefully, making connections in their understanding of the world around them. The childminder helps children to develop an understanding of traditions and festivals celebrated in the local community as well as the wider world. As children make poppies using the dough and buttons, the childminder talks to them about how the poppies are a symbol of remembrance. The children ask thoughtful questions, which demonstrate their increasing understanding. The childminder helps children to use the computer to source more details about this tradition, helping children to learn how to use technology to access information.

Assessment arrangements are precise and enable the childminder to monitor children's progress closely and plan accurately for their development. This means she can target children's individual learning needs through their play, and successfully identify and narrow any gaps in their learning. The childminder skilfully plans activities to support children's interests and events in their lives. For example, when children move house, the childminder plans an activity where they design their own homes using materials and tools such as scissors, glue and pictures from magazines. This means children are able to talk about their experiences at home and share any worries, while extending their creative and physical skills.

Excellent arrangements ensure parents are fully involved and included in children's learning. They receive an exceptionally detailed diary each day, which includes events, achievements and care routines. The childminder uses her ongoing observations to complete summary assessments on the children, including the required progress check for two-year-old children. She always shares these with parents to obtain their views and comments, to provide a bigger picture of children's learning. Parents are able to take records of children's development home, so that all members of the family can share in children's experiences and achievements. These records include the childminder's plans for children's next steps, providing parents with information to help them support children's learning further at home.

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

Children are relaxed and feel safe and secure due to the strong emotional relationships they develop with the childminder. The childminder goes out of her way to establish bonds with the children before they start, such as visiting them at home. This means children are very happy and settle well. The childminder supports children in developing confidence and independence. She provides younger children with the time and resources to have a go at feeding themselves. Older children feel very grown-up as they chop up the fruit for snack time using a safety knife. They use their mathematical knowledge to share the fruit out, counting and comparing the number and size of the pieces. Children learn to be polite, caring and considerate to others. They attend group activities with other children, which enables them to develop social skills and form friendships. Children develop a strong sense of belonging as they see their own photographs and artwork on display. However, there are few photographs of children's families to help children to become

more aware of what makes them special and unique.

The play areas are welcoming and exceptionally well resourced to motivate children to become fully engrossed in play. There is a prolific range of resources, both natural and man-made, for children to investigate and explore. Most resources are stored at a low level, which enables children to make choices and select the equipment they want. The childminder makes good use of her garden and local outdoor play spaces to enhance children's learning experiences further. For example, children go on outings to the woods where they hunt for bears and act out favourite stories. The childminder offers excellent support for children's physical development, sometimes creating bespoke resources to encourage children's progress. For example, she uses a sturdy box filled with lights and shiny paper to encourage younger children to stand. They become increasingly mobile as they develop strength, balance and coordination. The childminder teaches children positive practices to support their own health and well-being. She provides resources such as liquid soap and paper towels to encourage children to learn about good hand hygiene routines. Children benefit from healthy snacks and meals throughout the day and have access to drinking water at all times. The childminder agrees arrangements with parents, and adapts procedures, to support individual children's health needs and promote their well-being.

The childminder places a high priority on keeping children safe. She completes daily risk assessments on her home and outings, to make sure children remain as safe as possible. As well as taking steps to keep children safe, the childminder also encourages children to learn about personal safety. For example, she organises road safety events, where children can act out different roles and practise how to keep safe when they are out and about in the community. Very good levels of supervision at all times help to keep children safe.

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

The childminder has an excellent understanding of the Early Years Foundation Stage requirements. She is highly professional and reflects continually on all aspects of her provision to ensure it is the very best it can be. As well as her own evaluations, she actively seeks feedback from parents, children and early years advisors. This helps her to consider how the provision meets the needs of all those attending and identify where any improvements can be made. Accurate monitoring enables the childminder to make sure that the educational programmes are fully effective and support all children in making rapid progress. This is a clear improvement since her last inspection and has an extremely positive impact on children's learning. The childminder constantly seeks training to help her develop and extend her own knowledge and skills to improve the way in which she is able to support children's needs. For example, she is very confident in first aid practice and procedures due to updating her qualification on a regular basis.

The childminder is very confident in her role regarding safeguarding and child protection. She implements practical steps, such as keeping a record of visitors, to help keep children

safe. She has a clear policy to refer to, which she shares with parents so they understand her role and responsibilities. She makes sure she follows procedures rigorously, such as recording any existing injuries. This helps to ensure she is able to take prompt action to keep children safe in the event of any concerns.

The childminder establishes excellent relationships with parents and other early years providers involved in children's care. Parents receive monthly newsletters, which detail events children have enjoyed and activities planned for the future. This enables parents to engage in discussions with children at home and extend their experiences further. The childminder shares her records of children's progress and development with other providers. This helps to ensure that everyone works closely together to provide exceptional support for children's care and 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	139386
Local authority	Dorset
Inspection number	846509
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	13/10/2009
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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