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| <b>Inspection date</b>   | 13/11/2014 |
| Previous inspection date | 19/04/2010 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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**

- Children are happy, settled and feel very relaxed in the childminder's welcoming home and receive good support to prepare them for changes, such as going to pre-school.
- The childminder monitors children's progress well, which means she is able to identify any gaps in children's learning and provide appropriate support to narrow these.
- The childminder provides very good support for children's language and communication skills through her skilful interactions and well-planned activities.
- Children are learning about healthy lifestyles as they help to grow, harvest and eat fresh fruit and vegetables.

### **It is not yet outstanding because**

- The childminder does not always gain sufficiently detailed information from parents about children's starting points in their learning, to help her plan for children's progress right from the start.
- Children are not always aware of the toys and resources which are stored out of sight, to enable them to choose from this wider range.

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

## Inspector

Samantha Powis

## Full report

### Information about the setting

The childminder registered in 1996. She lives with her husband, two adult children and one teenage child in Mosterton, near Beaminster 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, conservatory, kitchen, dining room and access to toilet facilities. Rest facilities are available on the ground floor. There is a rear garden available 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 16 children on roll, five of whom are in the early years age group. The childminder is part of the Dorset Quality Assurance scheme and is accredited to received government funding for two, three and four-year-old children.

### What the setting needs to do to improve further

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

- gain more detailed information from parents about children's starting points, to help when planning initially for children's progress
- make children more aware of the wider range of toys and resources available, to provide them with more choice in what they play with.

## Inspection judgements

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

Children are happy and have fun with the childminder. They are keen to take part in the activities she provides for them, which she links closely to their individual learning needs. For example, the childminder provides lots of encouragement and support for children's language development as she engages them in discussions as they play. During the inspection, she provided them with fun games on the computerised tablet that supported their use of letter sounds. They joined in with the songs, learned the names of letters and how to say them. This increases children's confidence in communicating, preparing them well for the next stage in their learning. Children show a keen interest in technology and gain confidence to use this independently. They experimented to find out how to use the tape recorder, pressing buttons and moving dials to adjust the sounds they hear. They sang into the microphone, laughing as they heard their own voice. The childminder is skilful at knowing when to provide guidance for children. She shows them how to slide the tape into the player, and then sits back and allows them time to investigate and test their ideas through trial and error. Children benefit from lots of opportunities to take part in cooking and baking activities. The childminder provides opportunities for children to weigh

and measure ingredients, supporting their mathematical skills. Children are creative and use their imaginations as they play with the small-world equipment and design a train track. They enjoy dressing up, sometimes acting out roles they have experienced, such as doctors or nurses.

The childminder uses effective systems for monitoring children's progress, and planning for their next steps, which means that children are supported in making good progress in all areas of their learning. The childminder completes summary assessments, including the progress check for two-year-olds when necessary. The childminder shares these with parents to provide them with detailed information about children's progress so far and the childminder's plans for their next steps. The childminder engages in discussions with parents when children first start, which provides her with good information about children's care routines. However, she does not always gain detailed information about children's stage of development to help her identify their starting points and to plan for their progress initially.

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

Children settle very well in the welcoming family home environment. The childminder understands children's individual care needs well, enabling her to provide them with the support they need to feel secure. For example, she works closely with parents to ensure she understands and follows the routines of the very youngest children, helping them to settle and feel safe in her care. Children form strong emotional bonds with the childminder and her family. They have a real sense of belonging and feel important and valued. This is because the childminder takes time to learn about children's home lives and families. Children talk about members of their family who are in the photographs in their learning folders, feeling proud and increasingly aware of their own identity. Children develop good social skills and are prepared well for changes. For example, the childminder takes children to toddler groups and makes regular visits to the pre-school prior to children attending. Children establish good friendships with other children attending. They learn to play well together due to the consistent expectations and boundaries with regards to their behaviour. Children are polite and receive praise and encouragement from the childminder to reinforce their positive actions. Children are encouraged to be increasingly independent. They learn to follow personal care routines with increasing independence, helping them to develop the skills they need when they move onto pre-school or school.

The childminder follows good procedures to help ensure children are safe. She completes daily checks on the premises and uses appropriate equipment, such as reins, when on outings to keep younger children safe. All areas are secure, enabling children to move about freely, in safety, with appropriate levels of supervision. Children practise the emergency evacuation procedures, and take part in activities and outings which make them aware of the roles of people in the community. For example, children learn about keeping safe, and the role of people who help us, when they visit the fire brigade. Children help the childminder to grow fruit and vegetables in the garden. They sow the seeds and nurture the plants until they can pick them to eat. This encourages children to try different fruits and vegetables and learn how these fresh ingredients play a positive

part in a healthy lifestyle.

The childminder's home is welcoming and provides space for children to move about freely. The childminder has a large range of suitable toys and equipment. Although she rotates equipment frequently to keep children interested and motivated, children are not always aware of the other toys they can choose, as these are stored out of sight.

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

The childminder has a good awareness of the Early Years Foundation Stage requirements for both learning and development, and safeguarding and welfare. The childminder gains feedback from early years professionals and seeks their support and guidance to help her monitor the provision for children. She is keen to increase her skills through attending training and uses this to help her reflect and improve on her practice. Since her last inspection, the childminder has made improvements which have a positive impact on the outcomes for children's welfare and learning. Parents also receive more detailed information about the childminder's policies and procedures. The childminder uses effective systems to evaluate and monitor the educational programmes, to ensure they are supporting all children's learning needs in all areas.

The childminder demonstrates a secure understanding of her role with regards to child protection. She shares her written safeguarding policies with parents so they are clear about her responsibilities. The childminder is confident in the procedures to follow should she have any concerns about a child's welfare, helping her to keep children safe. Good use of documentation helps to support children's ongoing welfare. For example, the childminder keeps an accurate record of children's attendance and detailed information about any accidents or incidents that occur.

Parents state they are very happy with the service the childminder offers and that their children feel very much at home with the childminder. They value the reliable and flexible service the childminder offers and the support she gives to children. Parents receive daily information about routines and events. The childminder sometimes records this for the parents of younger children, to enable them to refer back to this. The childminder has established good links with other settings that children also attend. This means that all those involved are able to work consistently to support children's needs.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

## 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | 139256      |
| <b>Local authority</b>             | Dorset      |
| <b>Inspection number</b>           | 841348      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 16          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 19/04/2010  |
| <b>Telephone number</b>            |             |

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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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