

Inspection date	19/11/2014
Previous inspection date	30/04/2009

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

- Observation, assessment and planning are successful. As a result, the childminder effectively identifies children's starting points, their progress and future learning needs.
- Children enjoy a well-planned play and learning environment both indoors and outside. The good organisation of space, resources and equipment encourages children to explore and investigate freely.
- The childminder shows a commitment to keeping her skills updated and has a professional approach to her childminding. She is committed to continual improvement in the setting and providing very good care.
- Children show they are happy and content through the warm relationships they develop with the childminder. She has a thorough awareness of children's individual needs and is responsive to these, supporting children's sense of security and emotional well-being.

It is not yet outstanding because

- On occasions, children's ideas are not always fully supported to further enhance their curiosity and learning.

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 the childminder working with the children in the lounge, dining room and in the garden.
- The inspector viewed the required documentation.
- The inspector took into account parents' views through written comments in letters and in the children's daily diaries and learning journals.
- The inspector spoke to the childminder at different times, taking into account the children's needs.

Inspector

Maria Lumley

Full report

Information about the setting

The childminder has been registered to care for children since 1991. She lives with her husband in Poole, Dorset. The whole of the ground floor is used for childminding as well as the upstairs bathroom, and one bedroom for children that need to sleep. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, four of whom are 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:

- allow time for children to develop their own learning and curiosity, particularly during painting activities.

Inspection judgements

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

The childminder demonstrates a clear understanding of how to support children's learning and development through a good balance of child-led and adult-initiated play. The childminder uses her interactions and communication with the children to extend their learning. Children are well supported in developing their communication and language skills because the childminder talks to the children all the time, asking questions, introducing new words and encouraging the children to communicate what they are doing. In addition, she reads books to them using an animated voice which captures the children's attention. She asks them questions to involve the children further. For example, 'Are the children waving, can you wave too?' The children wave their arms and smile. Stories are very well paced, giving them time to explore the pages and point out images. They enjoy singing sessions, and the use of actions enables the younger children to participate. These activities support children's communication and language skills.

Children enjoy expressing themselves through activities such as craft, music and role-play. The childminder supports their development as they use brushes to mark straight and circular paint marks on paper. However, the childminder does not always consistently make good use of opportunities when children deviate from painting. For example, children decide to place their hands in the paint tray. Instead of allowing the children to enjoy the experience and explore the texture and the marks they make, she lifts their hands onto paper to make handprints. At times, this disrupts the child's own curiosity and ideas.

Children learn about the world around them through natural events. For example,

following heavy rain and sunshine they discover a rainbow. The childminder takes a photograph as a visual reminder of what they have witnessed. Children then use paints to replicate this image. This produces challenges for the children as they mix paints to create matching colours of the rainbow. The childminder plans multicultural themes such as Chinese New Year, Diwali, Remembrance Day and Easter and children learn about these through craft and story activities. This supports them in learning about how other people live and differences in their own lives.

The childminder teaches children a range of useful skills that prepare them well for the next stage of their learning and for school. For example, as she teaches them to recognise and write numbers, letters and sounds, and develop their social skills when playing with other children at the setting and playgroups. This means children acquire new skills and make good progress in readiness for school.

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

From the moment children enter the childminder's home they are made to feel welcome and valued. For example, the 'Inclusion, Making Friendship' display in the hall has photographs of the children along with their own drawings of themselves. This helps to build their self-esteem and make them feel secure. Young children spend considerable time turning the pages of their learning journals, excitedly pointing to the photographs smiling and saying 'Ahh' as they see themselves and their friends. Children have a close bond with the childminder who is extremely attentive to them. She offers lots of physical contact, support and praise. Children are relaxed and confident around her, approaching her for cuddles when they need one. The childminder knows individual children's personalities, needs and routines very well and responds to them with great empathy and sensitivity. For example, when children are slightly under the weather with colds, she offers lots of reassuring words. When children start to show signs that they are becoming tired, not wanting to engage in play and grizzling, she lifts them up for a cuddle and gives them their comforter which quickly settles the children and helps them feel safe and secure.

The childminder's home is very well equipped with a wide range of toys and resources that support children's learning and development. These are easily accessible to children, promoting their independence and choice. As a result, children are becoming active and inquisitive learners who confidently move around the childminder's home, exploring and discovering things for themselves. This prepares them well for the next stage of their learning.

Children are captivated as they explore resources that require them to press buttons to activate noise and flashing lights. They manipulate their fingers and use pressure to press the buttons. When music is activated they clap and move their bodies to the music showing their delight. The children enjoy the challenges of twisting and turning knobs and buttons on other resources such as computers, demonstrating good dexterity. Children enjoy daily access to the outdoors where they benefit from fresh air and physical activities. They ably sit on bikes and cars and use their legs to move the vehicles. They

move the wheels and handle bars to change direction. Consequently, children's physical development is very well supported. The childminder teaches children the importance of good hygiene procedures. They learn the importance of hand washing before meals and at appropriate times during the day. As children grow in independence they are encouraged to attend to their own care needs. The childminder works closely with parents to provide healthy meals and snacks. New fruits are introduced at snack time to offer children a broader range of tastes.

The childminder positively promotes children's personal, social and emotional development and she is an effective role model for children. Children's behaviour and manners are good because the childminder reminds them to pick up the crayons on the floor, for example, and to say 'please' and 'thank you'. From a young age, children are encouraged to share and take turns which means they mostly play happily together and they are learning to treat each other with respect. The childminder supports children in learning how to keep themselves safe. For example, by reminding young children to put the 'Thud Guard' on their heads before playing outside to protect their heads from any falls. They learn about road safety when walking the community and also during outdoor play in the garden. For example, as children ride on bikes and cars she asks them to make sure that there are no people in front of them.

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

The childminder has a secure understanding of her role and responsibility to ensure that the provision meets safeguarding and welfare requirements. She keeps up to date with safeguarding issues and procedures through training and by attending forums. The childminder understands the procedure to follow if she has any concerns about a child in her care. All adults living at the premises have had their suitability checked. The childminder has completed first-aid training, enabling her to deal with any minor illnesses or injuries. Documentation includes detailed records of accidents, illnesses, existing injuries and attendances. The childminder is committed to keeping children safe when they are in her care. The property is kept secure and visitors are required to sign in and out. The childminder has completed comprehensive risk assessments and conducts daily checks to minimise any hazards. The childminder is mindful that different ages of children and the dynamics of different groups of children pose different risks that need to be monitored. The childminder is highly organised and has a broad range of policies and procedures which support her good practice. She shares these with parents so they are clear on how her service operates.

The childminder has a clear knowledge of the learning and development requirements. This is reflected in children's learning journals, observations, assessments and next steps for learning. She has a good understanding of children's individual abilities and interests and the most effective way of teaching them to support their learning and development. The childminder liaises with parents regarding children's starting points and in her care they make good progress. The childminder demonstrates a genuine commitment to training and is currently attending a course titled, 'Extending Skills in the Early Years

Foundation Stage'. This course includes subjects such as learning and development, enabling environments, unique child and positive relationships. The childminder assesses her own practice, identifying her strengths and areas for development through her detailed self-evaluation. In addition, when she meets up with parents every six months to update their contracts she takes this opportunity to ask them their views on the provision and if they have any suggestions or ideas that she could implement to further develop her practice. The childminder has addressed the previous recommendations, introducing tongs at snack time to reduce cross infection and developing systems for recording observations. As a result, the childminder has a good capacity for continual improvement.

The childminder works very closely with parents to provide very good consistency and continuity for children's learning and care. Parents receive a good variety of communication through daily verbal exchanges, daily diaries, emails, phone calls and through the sharing of children's learning files. She provides parents with support and guidance both during and outside her minding hours. Parents written comments evidence their appreciation of the work the childminder does. Comments include, 'Her passion for the development of children and the meticulous approach to education is impressive' and 'She has been professional, consistent and welcoming throughout'. The childminder does not currently have any partnerships with external agencies. However she has had experience of working with other agencies and recognises the benefits this brings to children.

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	109723
Local authority	Poole
Inspection number	839627
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	30/04/2009
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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