

Inspection date	19/11/2014
Previous inspection date	25/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder engages with children as they play, which supports their language and communication skills.
- Children are able to move freely between the indoor and outdoor learning environment, enabling them to play in a way that suits them.
- Children learn about the local community and the world around them as they go on many outings to local places of interest and take part in group activities.

It is not yet good because

- The childminder does not monitor all children's learning needs effectively, to help her identify any gaps in their learning and ensure that activities offer sufficient challenge.
- There are ineffective systems in place to monitor educational programmes, to ensure that all children benefit from a broad curriculum that supports them in making progress in all areas of learning.
- The childminder does not gain detailed information from parents about children's educational starting points, to help her plan for children's progress initially.

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 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 2008. She lives with her husband and three children in the Throop area of Bournemouth, 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/diner, conservatory, kitchen and access to toilet facilities. There is a rear garden available for outside play. The family have a pet dog, cat, tortoise and two chickens. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll, seven of whom are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan and provide a challenging learning experience for each child, which is based on their individual stage of development and the identified next steps in their learning

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 plan for their continued progress
- implement an effective procedure to monitor educational programmes, to ensure that children benefit from taking part in activities that support all aspects of their learning needs.

Inspection judgements

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

Children settle well with the childminder. She gets involved in their activities, supporting their language and communication skills effectively. For example, as they drew around their feet she talked to the children about the shapes they were making, introducing new vocabulary. However, the childminder does not always target children's individual learning needs during activities to help them all make good progress. The systems to accurately monitor children's progress are inconsistent. For some children the childminder has very little information about their stage of development or next steps. This means that she does not consider this when providing or planning activities. Therefore, she is unable to

offer appropriate levels of challenge or support for all children. For example, at snack time she did not provide all the children with the opportunity to use tools to have a go at spreading butter on their toast or chopping up their banana. This means that some children did not have the opportunity to extend their physical skills and gain confidence and independence. The childminder obtains some information from parents about children's routines and care needs at home. However, she does not gain enough information to enable her to identify children's starting points in their learning, to help her plan for their progress right from the start. The childminder shares some information with parents about children's involvement in activities through discussion, written records and diaries. She completes the required progress check for two-year-old children, and shares this with parents and healthcare professionals to enable information sharing.

Children are able to make choices in how and where they play. The childminder provides activities in her garden as well as in her home, enabling children to play in a way that suits them. At the inspection they learnt about the natural world as they collected eggs from the chickens. Older children were encouraged to have a go at counting the eggs, increasing their awareness of number value and order. Children go on many outings with the childminder to places of interest, such as farms, parks and the beach. This supports their awareness of the local community and the world around them. The childminder provides resources that support children's awareness and respect for diversity, such as dolls and books showing positive images of other cultures. The children take part in singing and rhyme sessions with the childminder. They use musical instruments to accompany the songs, and gradually gain confidence to follow the actions. The childminder provides mark-making opportunities both indoors and out, and offers children easy access to a broad range of books. This helps to support their literacy development.

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

Children are comfortable in the childminder's home. They demonstrate the close bonds they have formed with the childminder as they look to her for support and reassurance as they play. The childminder has a suitable understanding of children's individual care needs and routines, which helps her to support children appropriately so they feel safe and secure. Children build appropriate social skills and learn to develop relationships with others as they attend toddler group sessions. The childminder offers children praise and encouragement as they play, helping them to gain confidence and feel proud of their achievements.

Children benefit from using a suitable range of toys, most of which are stored at a low level, to offer them easy access. Adequate procedures are in place to promote children's safety. The childminder completes checks on the premises, and adapts her levels of supervision to help keep children safe. She teaches children about safety when on outings, helping them to learn about road safety. Children learn positive routines to keep themselves healthy. For example, they wash their hands after playing outside and before eating, to help reduce germs from spreading. Children take part in growing fruit and vegetables during summer months. This helps them to learn about the benefits of healthy

foods in their diets.

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

The childminder demonstrates a suitable awareness of the requirements of the Early Years Foundation Stage for both learning and development and safeguarding and welfare. The childminder is keen to develop her skills and knowledge further and regularly attends courses and workshops. She seeks advice from early years professionals to help her identify and address areas for improvement. The childminder's systems for monitoring children's progress and development are inconsistent. They are not fully effective in enabling the childminder to identify the progress that all children make, or any gaps in children's learning. This means that she is not able to ensure that educational programmes are sufficiently broad and support individual children's learning needs in all areas.

The childminder has a secure awareness of safeguarding and child protection procedures. She attends child protection training and has her own written policy and procedures to refer to alongside the local authority guidelines. This helps to ensure she can deal with any safeguarding concerns promptly should they arise, to help support children's welfare. The childminder makes effective use of documentation to support children's ongoing safety and welfare, such as a record of attendance and accident reports.

Parents receive written information about the service the childminder offers, including her policies and procedures and details of the Early Years Foundation Stage. A notice board for parents provides them with easy access to information about the childminder's registration and qualifications. This means that parents have a suitable understanding of the childminder's role and responsibilities. The childminder establishes links with other early years settings that children attend, which helps to promote consistency for these children.

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	EY372858
Local authority	Bournemouth
Inspection number	829295
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	25/03/2009
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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