

<b>Inspection date</b>	01/12/2014
Previous inspection date	30/04/2009

<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**

- The childminder provides a safe, welcoming and stimulating environment for children, where they learn through play and exploration.
- The childminder makes available an extensive range of play equipment, both inside and outside, which children can select independently.
- Positive partnerships with parents enable the childminder to meet children's individual needs well.
- The childminder is enthusiastic about her work, and continues to update her knowledge and develop her provision for children.

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

- The childminder is not always consistent in using correct words, rather than familiar versions, when she is encouraging young children's speech.

## 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 children's activities in the home and garden.
- The inspector talked with the childminder about children's activities.
- The inspector sampled records and documentation, which included children's progress records.
- The childminder took account of parents' views obtained from the childminder's questionnaires.

## Inspector

Brenda Flewitt

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her three school-aged children in Corfe Mullen, Dorset. The childminder mainly uses the ground floor of her home for childminding purposes, which includes a lounge, kitchen/diner, conservatory and toilet facilities. The childminder provides sleeping facilities on the first floor. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll, of whom six are in the early years age group. The childminder also cares for children over the age of eight years. The childminder holds an early years qualification at level 3.

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

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

- develop consistency in supporting children's language skills by always using the correct version of words.

## Inspection judgements

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

Children are happy and settled in the care of the childminder. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder provides a welcoming family home, with an extensive range of play equipment, which she arranges thoughtfully in low-level storage units. She labels these with words and pictures, which means that children can easily see what is available to play with. Therefore, they can extend their own play and learning. The childminder monitors children's progress effectively. She uses a clear system for recording her observations, and uses child development guidance successfully to identify and plan for the next steps in children's learning. The childminder has a good understanding of her responsibility to carry out progress checks for two-year-old children. The childminder gains information from parents about their child's interests and starting points when they first attend. She shares ideas with parents about extending children's learning at home. All this helps the childminder to promote children's good progress in their learning and development.

The childminder plans a broad range of activities to promote children's learning linked to their interests and various topics. For example, when children like to play with toy vehicles, she uses this interest to encourage counting, recognising patterns, and problem solving. Children who like to play outside benefit from a well-resourced garden area. They use the 'mud garden' to explore and experiment, combining natural materials, weighing,

measuring and constructing. They act out real-life situations and skills using a good variety of tools and equipment. Young children develop their coordination skills as they negotiate different surfaces and levels; and learn to manoeuvre push-along vehicles, avoiding obstacles.

Overall, the childminder encourages children's language and communication skills well. She joins in their play and talks with them, describing what is happening, naming objects, people, actions and concepts. For example, as young children experience ice melting, the childminder joins in, motivating them to use their senses to explore. She uses words such as 'frozen', 'de-frosted' and 'smooth', which helps to extend children's vocabulary and understanding. However, on occasions the childminder uses familiar terms such as 'doggy' rather than dog. Therefore, children learning to speak do not always hear the correct words for them to copy. The childminder supplies a good range of books, which children can easily select for themselves. She promotes children's involvement in story telling by providing stimulating props as an addition to their favourite books. For example, children love to feed a caterpillar puppet with pretend foods and see a butterfly emerge from the chrysalis. This not only promotes children's keen interest in books and stories, but also helps them understand changes in nature. The childminder makes good use of the local area to provide experiences for children to enhance their learning. For example, regular visits to groups help develop children's social skills as they meet other children and adults. Children take part in activities in a group, which helps them understand expectations when they move on to pre-school and school. Walks in the woods with the childminder, enable children to develop their listening skills as they take notice of various sounds of nature, such as birds singing. The childminder encourages them to observe wildlife and use natural items they collect for creative work.

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

Children are settled and secure in a friendly and caring environment. Children develop trusting relationships with the childminder and her family. The childminder requests useful information from parents, which enables her to follow young children's routines. This means they sleep and eat according to their individual needs, which supports the smooth move between home and the childminding setting. The childminder provides individual equipment such as labelled towels; she displays photographs of children and their artwork in her home. This all helps children to develop a strong sense of belonging.

The childminder helps children know what she expects through familiar routines and explanations, consequently, they learn to behave well. The childminder teaches children to take turns and share equipment and expects good manners. She encourages them to help tidy away equipment when they have finished with it to help them understand about caring for equipment and the environment. The childminder praises children's efforts and achievements regularly, which helps boost their self-esteem and confidence. The childminder helps children to be aware of their own safety as she reminds them how to use equipment properly. She teaches children traffic awareness and safe routines for crossing roads. Regular fire drills help children to know what she expects of them in a real situation.

The childminder promotes children's healthy lifestyle well. She plans daily fresh air and exercise through garden play and outings. The childminder enables children to make choices from healthy options at meal times. For example, she offers a choice of fresh vegetables or fruit at snack time and encourages children's increasing independence in preparing their food. For example, from a young age, she encourages children to help peel a banana. The childminder uses everyday activities such as this, to raise young children's awareness of number as she counts out the pieces of fruit. She promotes children's understanding of the importance of healthy eating through discussion and cooking activities. The childminder helps children learn good procedures and independence for their personal hygiene, which includes caring for their teeth. This helps children to develop skills for the future.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. The childminder completes detailed risk assessments to help to provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She is clear about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps her knowledge up to date by regularly attending training. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and real experiences, and she knows how to promote good progress in their overall development. She monitors children's progress effectively, which gives her an overview of their learning and helps her to identify any gaps.

The childminder promotes positive partnerships with parents and other professionals. She supplies important information about her childminding service by way of written policies, newsletters, discussion, and displays in her home. The childminder encourages daily exchange of information with parents, so that she can meet children's individual needs well. This includes conversations and a written daily diary. Parents say that their children enjoy the time they spend with the childminder and that she provides them with good information about her service. They describe the childminding setting as relaxed, with a fun and friendly atmosphere and 'great outdoor space'.

The childminder has successfully addressed the recommendations set at the last inspection, which has improved aspects of children's learning and health. She has also gained an early years qualification. The childminder reflects on her provision in order to make adjustments in her resources to improve children's learning experiences. For example, she has developed the garden area to include a mud garden, which has benefited children who learn better in the outside environment. The childminder increases her knowledge and keeps up to date with changes by attending training. Regular contact with other childcare professionals means that they share good practice ideas. This helps

her to continue to develop the service she provides for children and their families.

### **The Childcare Register**

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

<b>Unique reference number</b>	153338
<b>Local authority</b>	Dorset
<b>Inspection number</b>	836777
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/04/2009
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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