

Inspection date	03/12/2014
Previous inspection date	16/12/2008

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 provides an exciting and innovative range of activities which promote all aspects of children's learning very well. As a result, children make excellent progress.
- Children make very good progress in their communication and language development. This is due to the many activities to specifically promote their listening and communication in all the languages they learn.
- The childminder works extremely efficiently with her co-childminder to meet children's needs consistently and to a high standard.
- The childminder maintains a very safe and secure environment for children in which they learn about safety exceptionally well.
- The childminder is highly driven, continually developing her practice. As a result, children benefit from the many improvements to their care 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 activities and the quality of the childminder's interaction with the children.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the Early Years Foundation Stage.

Inspector

Bridget Copson

Full report

Information about the setting

The childminder registered in 1995. She lives with her husband and two children on the outskirts of Weymouth, Dorset. The childminder works with another childminder and an assistant at the same address. Childminding takes place on the ground floor which consists of two dedicated playrooms and a living/dining room, kitchen and toilet facilities. Sleeping facilities are provided on the first floor. There is a fully enclosed rear garden on two levels, connected by flights of steps. There are dedicated outdoor play areas, with safety surfacing on the lower level. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She receives funding for the provision of free early education for children aged two, three and four years. The childminder supports children learning English as an additional language. The childminder has 10 children on roll in the early years age group. The childminder is qualified to level 3 in play work and to level 3 in childcare and education.

What the setting needs to do to improve further

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

- strengthen children's understanding of colour to help further promote their expressive arts and design skills.

Inspection judgements

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

The childminder has an in-depth knowledge of the Early Years Foundation Stage learning and development requirements. She works very closely with parents and the other settings involved in children's care and development. This ensures she is very well informed about each child from the start to successfully settle them in. The childminder works very closely with her co-childminder. Together they provide parents with an accurate daily record of their observations of each child's activities and achievements. The childminder uses this information to precisely track and plan for children's learning individually to help them excel in all areas. As a result, children make rapid progress in their learning in relation to their starting points. The childminder keeps parents very well informed of their child's learning. She provides them with details of the planned activities and how they can contribute to this. She shares the required progress check for two-year-old children with the child's parents.

The childminder interacts with great skill and meaning in children's play. She steps in to help children succeed and overcome problems. She provides lots of challenges to stretch children and help them fulfil their potential with extensive discussions and careful questioning. The childminder promotes children's communication and language

development exceptionally well. She provides activities specifically designed to encourage children to listen carefully and cups her ears to illustrate this to the younger children. For example, children listened to guidance on how to move in music and movement and joined in sound lotto games to identify the sounds they heard. The childminder and her co-childminder talk to children continually in their play to help them understand what they are doing. They ask older children more challenging questions to encourage them to think, re-call events and express themselves. For example, children watched videos of themselves in past activities and recalled the experiences with excitement. The childminder uses innovative 'talk about' cards to stimulate discussion, encourage children to share their knowledge and to learn new words and meanings. These photograph cards reflect themes, such as the weather, seasons, life cycles, foods, science, travel and many more. The childminder extends these to support children's own experiences and development, such as moving house, new siblings, starting school and seasonal and cultural events. She displays the cards to show parents what they are currently talking about and to encourage them to extend this at home and bring in related resources.

The childminder supports children learning English as an additional language exceptionally well. She obtains many words in their home languages which she displays for all adults working with children to use. She provides music and books in both languages. Children use sound discs to record their voices in their home language and the childminder extends this by providing discs to the family members who also record their voices. This provides children with the freedom to use their home language in her setting while still making very good progress in their language development in English. The childminder promotes children's literacy development very well. She provides an excellent range of books and story activities to meet children's individual learning styles. These include action stories for more active children to physically join in as well as story sacks to engage and include younger children. The childminder uses these activities to encourage children to express themselves. However, the childminder does not consistently name or talk about colours regularly in children's play, to help strengthen their understanding of colour.

The childminder adapts activities skilfully to meet every child's needs. For example, children joined in a ballet session with great excitement. They moved to the music as instructed, bending, stepping, lifting their legs, pointing their toes and waving their arms gracefully in the air. They then jumped up and down, walked around tall, skipped and wiggled their bottoms. The childminder skilfully extended the activity for older children by providing greater challenges, such as running on tip toes. She included and supported the younger children who joined in by spinning around, jumping, galloping and marching with equal excitement. The childminder extended the activity in response to the children's enthusiasm by playing Indian music, to which children danced imaginatively, using coloured chiffon scarves. This all helps to promote children's physical development and imaginations in an exciting activity that included all children of differing abilities.

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

The childminder works in very close partnership with parents from the start to ensure she understands and meets children's needs to a high standard. She works very efficiently

with her co-childminder to meet children's individual routines accurately and comfort children quickly when needed. Together, they provide continuous and consistent support and re-assurance. This allows children to play undisturbed and move around exploring without hindrance. Consequently, children are very happy and settled and develop extremely warm and trusting relationships with those caring for them. The childminder has exceptional partnerships with the schools children attend. She prepares children extremely well for their move to school by illustrating their schools on the 'talk about' cards and using these to discuss and prepare children emotionally for school.

Children benefit from an extremely welcoming and vibrant environment. They move around freely and confidently choosing from a wealth of toys and activities indoors and outdoors. The childminder stores these in low-level, open baskets with photograph and text labels in children's home languages. The childminder actively encourages children to solve problems and challenges for themselves, such as moving bulky toys in and out of the play house. This promotes excellent independent learning. Children are developing extremely positive attitudes and behaviour. This is due to the childminder and her co-childminder's clear and consistent messages and excellent role models. Children benefit from lots of relevant and meaningful praise. The childminder tells them why they are being praised to help them understand the value of this. As a result, children demonstrate high levels of self-esteem and show off their work with great pride. This contributes to their personal, social and emotional development exceptionally well and prepares children very well for their next stage of learning.

Children's health and safety is of paramount importance to the childminder. She provides separate outdoor play areas to meet the developmental needs of each age group and to ensure children's safety is not compromised. Children enjoy a wealth of activities to promote their physical development in these play areas. Children benefit from extremely valuable experiences to help them learn about keeping safe. They meet many members of the local community, particularly people who help us. For example, children met the community police officer who brought hats for children to try on, and talked about stranger danger. Children visited a fire safety officer where they used resources and learnt about fire safety. They also visited the harbour and lifeboat station to learn about water safety. The childminder extended this by providing many dressing-up clothes and resources for children to then act out their experiences and feelings in role play. The childminder uses role play to provide innovative activities for children to learn about health. For example, the childminder used breathing masks in hospital play and took their temperatures to help prevent them from being anxious if they were unwell.

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

The childminder has an in-depth knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a very secure knowledge of the correct procedures to follow if they have a concern about the welfare of a child. In addition, the many policies and procedures and daily risk assessments help to assure children's welfare. The childminder makes excellent use of her time and resources.

She works in very close partnership with her co-childminder, taking turns to prepare activities and meals and to meet children's individual needs and requests. This allows children to thrive in all aspects of their care and development.

The childminder demonstrates a passionate drive for excellence and implementing meaningful and sustainable improvements. She attends a wealth of courses to continually extend her knowledge and skills and to support her even further in meeting the needs of those she cares for. The childminder monitors the impact of her co-workers practice on children's care and development thoroughly through team work and continuous discussion. They attend many courses to extend their skills and to promote consistently high levels of care and learning for children. The childminder evaluates the quality of her provision very well. She completes a continuous improvement record each month. This reflects on the activities, courses and resources they use and identifies improvements that will directly benefit the children in her care. For example, after evaluating a very successful outing to a farm, the childminder identified many additional areas of learning for children. These included exploring lifecycles through planting and growing vegetables. Children made labels to identify their crop and then harvested the vegetables to eat, promoting their literacy and understanding of healthy eating.

Partnerships with parents are inspirational, and the childminder nurtures their involvement from the start. She keeps parents very well involved through her displays, daily discussion and home-link books which provide a detailed feedback of each child's day, well-being and achievements. The childminder provides termly newsletters and videos each month to summarise their child's activities. Parents are keen to share their appreciation of the childminder's high quality care. They state their children have developed excellent communication, largely due to the childminder's skill. They state she provides excellent care and 'a great foundation for the children's education'. The childminder also seeks the views of the other settings children attend. Teaching staff praise the detailed information she provides which has helped with children's transition into school.

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	140951
Local authority	Dorset
Inspection number	836600
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	16/12/2008
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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