

Inspection date	10/12/2014
Previous inspection date	25/03/2009

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

- The childminder provides a safe and welcoming home where children are happy and learn through play.
- The childminder extends children's learning experiences as she takes them on outings in the local area.
- The childminder effectively monitors children's development and successfully plans for good progress in their learning.
- Positive partnerships with parents and other early years professionals enable the childminder to meet children's individual needs well.

It is not yet outstanding because

- The childminder does not make writing materials readily available regularly for children to write during their imaginative play.
- The childminder does not always make the best use of the garden area to promote every area of learning, or to enable younger children to explore and investigate freely.

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 childminder's home and garden.
- The inspector talked with the childminder about children's activities.
- The inspector sampled documentation, which included children's progress records and policies.
- The inspector took account of parents' views obtained via letters they wrote for the inspection.

Inspector

Brenda Flewitt

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband and their three adult children in Broadstone, near Poole in Dorset. The childminder mainly uses the ground floor of her home for childminding, which includes a lounge/diner, kitchen and toilet facilities. She provides sleeping facilities on the first floor. There is an enclosed garden available for outdoor play. The childminder has a dog, to which children have supervised access. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, nine of whom are in the early years age group. The childminder is registered to offer free early education for children aged two, three and four 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:

- extend opportunities for children to write for a purpose
- strengthen activities in the outdoor area to promote all areas of learning and enable younger children to explore fully.

Inspection judgements

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

Children enjoy the time they spend with the childminder. She provides a welcoming family home with a calm and caring environment for children. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses a clear system for monitoring children's learning and development. The childminder seeks information from parents about children's activities at home, which helps her to establish their starting points. She makes regular observations of children's play and achievements and uses these to effectively plan for their next steps. The childminder has a good understanding of the requirement to complete progress checks for two-year-old children. She uses a tracking method to help her identify and address any gaps in children's learning. The childminder provides a good range of play equipment, which she varies regularly to maintain children's interests by borrowing from a toy library. However, the childminder does not always make good use of the garden area to promote children's learning in all areas. She mainly provides equipment to encourage their physical development and imaginative play. The childminder does not enable babies to explore the outdoor environment freely when the ground is wet. Therefore, they are not learning as much as they could through investigation of the natural environment.

The childminder promotes children's language skills well. She talks with children as she joins in their activities, naming objects and people. The childminder asks questions to help children think, recall and solve problems. For example, at the inspection children enjoyed a guessing game as they took turns to hide an item of plastic food in a container. As children acted out real life situations, such as making a picnic, the childminder asked the children what various foods are called. She named the ones they were unsure of, for example a bagel, therefore adding to their vocabulary. The childminder provides a range of books that children can select for themselves and takes them to the library to choose an extra supply. Children like to take books home to share with their families. All this helps to promote children's keen interest in books and stories. The childminder plans various activities that encourage children to practise writing skills. Children draw and paint pictures and sign their name in cards they have made. However, the childminder does not always make writing materials available during children's imaginative play, so that they could perhaps write menus or shopping lists. Therefore, she misses opportunities to extend children's skills and understanding of writing for a purpose. The childminder makes good use of visits in the local area to extend children's learning. As they go for walks, she encourages children to notice changes in nature and features of the environment. When they go to shops, she involves them in selecting and counting items and interacting with other people. This means that children are developing important skills for the future.

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

Children are settled and confident in the childminder's care. The childminder seeks information from parents when children start to attend, which enables her to respect their home routines. This means that children settle quickly and feel secure, contributing towards a smooth move between home and the childminding setting. The childminder encourages children to develop independence in their self-care. She allows them time to practise putting on outdoor clothing and provides equipment so that they are able to use the toilet facilities without help. Therefore, children are gaining confidence in managing independently, ready for when they start school.

The childminder provides familiar routines and clear explanations for her requests, which help children understand what she expects from them. She teaches children to share toys and take turns. The childminder regularly praises children's efforts and achievements, which boosts their self-esteem and confidence. This all contributes to children behaving well. The childminder helps children gain an understanding of keeping themselves safe. This includes teaching them safe routines for crossing roads and how to use equipment sensibly. The childminder includes children in practising the emergency evacuation procedure, so that they know what she expects of them in a real situation.

The childminder promotes children's healthy lifestyles well. She enables them to make choices from healthy options at meal times and extends their understanding of healthy eating through conversation and planned activities. For example, children help to grow vegetables in the garden. The childminder plans daily fresh air and exercise through garden play, walks and outings. Visits to play parks enable children to use large

apparatus, such as swings and slides, to encourage their physical skills.

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

The childminder implements policies and procedures, which she shares with parents, to promote children's welfare and safety effectively. She completes detailed risk assessments to help her provide a safe environment for children, 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 understands her responsibilities in following correct procedures to help protect children from harm. The childminder keeps the legally required records, which she completes clearly. She has a good understanding about how children learn through play and real experiences. She knows how to promote good progress in their overall development.

The childminder promotes effective partnerships with parents. She supplies important information about her childminding service by way of written policies and discussion. The childminder encourages a daily exchange of information with parents so that she can meet children's individual needs well. This includes conversations and written daily diaries. Parents say that their children are happy in a calm and caring environment. They appreciate the good methods of communication and report that the childminder is exceptionally well organised. The childminder communicates effectively with other professionals when children also attend additional early years settings. She shares information about children's welfare and development to promote consistency in their care and learning.

The childminder has successfully addressed the recommendations set at the last inspection, which has improved aspects of children's learning and her record keeping. She evaluates her practice by regularly reviewing and adding to resources according to children's interests and developmental needs. The childminder is an accredited member of a quality assurance scheme, which means she must continue to evaluate her practice to meet their criteria. The childminder keeps up to date with changes and improves her knowledge by regularly attending training courses and through study towards a qualification. All 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

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	136609
Local authority	Poole
Inspection number	836482
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
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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