

Inspection date	08/01/2015
Previous inspection date	22/06/2009

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 joins in enthusiastically with the children's play and learning. This helps children to feel happy and secure.
- The childminder meets the emotional needs of young children well and they form secure attachments.
- The childminder keeps parents well informed as she shares a wide range of documentation regarding her practice.
- The childminder plans a wide range of activities and an interesting learning environment, which stimulates children's learning and development.

It is not yet outstanding because

- The childminder does not gather in-depth information from parents about children's levels of attainment when they first start at her setting.
- The childminder informally evaluates her practice although she does not have systems in place to monitor whether she covers all areas of learning through the activities she provides.
- The childminder does not focus on teaching and learning when carrying out self-evaluation.

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 spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies and children's records.
- The inspector took account of the views of two parents via questionnaires and letters left on the day.

Inspector

Alison Kaplonek

Full report

Information about the setting

The childminder registered in 1989. She lives with her husband and children on the border of Christchurch, Ferndown and Bournemouth. The lounge and bedroom on the ground floor of the premises are used for childminding. There is a fully enclosed garden available for outside play. The family have a rabbit. This provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding two children in the early years age range. She also offers care to children aged over five years. The childminder attends her network support group and a toddler group with the children on a regular basis.

What the setting needs to do to improve further

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

- strengthen the two-way flow of information, particularly relating to gathering consistently in-depth information from parents about each child's experiences at home when children first start
- further develop systems for evaluating practice and for monitoring that all areas of learning are given equal importance and depend on each other to support a rounded approach to child development
- improve systems for self-evaluation to ensure that improvement plans focus on teaching and learning.

Inspection judgements

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

Children are happy and settled in this interesting environment. They benefit from being with a caring childminder who gives them her full attention, and is able to provide a secure and caring atmosphere. The childminder guides children's development through warm and positive interactions, getting down to their level and sharing in their fun. She has a good knowledge and understanding of how to promote children's learning in all areas. She plans and organises a wide range of activities both at home and out in the local environment. For example, children explore the local area, such as parks or the beach and learn about keeping safe, and develop their physical skills as they do this. Activities are varied and often follow children's interests and support their learning. As a result, children make good progress in all areas of their development.

The childminder gives good emphasis to the development of children's communication skills. She copies the sounds made by very young children and extends this learning by introducing whole words. For example, as babies say, 'Da,da', she encourages them to extend this by saying, 'Dad', back to them. She is able to make this a fun activity and babies clap their hands and laugh as she praises their achievements. The childminder looks at books and sings songs and rhymes, and children join in with enthusiasm. She encourages counting and discussion about quantity and size as she supports young children to stack the beakers in the correct order.

Children develop good physical skills as they play in the safe garden, visit the local soft-play areas or toddler groups. Very young children are encouraged to pull up against the furniture and other toys to develop the strength in their legs and prepare them for their first steps. The childminder demonstrates through photographs and discussion that older children learn to take risks safely, and develop the skills needed to use large equipment when they are out in the local environment. Children develop their small-muscle skills as they carefully turn the pages in the books or feed themselves at snack time. Children are acquiring good skills to equip them for their future learning, such as confidence and independence.

The childminder has a good understanding of child development and plans her day according to the children's interests and areas for further development. This means that children are keen to learn and well motivated. The childminder gets to know the children quickly through making observations and in her discussion with parents. She talks to parents when children first start and asks them for information regarding their child's routines, comforters, likes and dislikes. This provides her with the information she needs to help children to settle quickly. However, the childminder does not seek additional information from parents regarding children's learning and development to help target planning more effectively from the outset to strengthen children's current achievements.

The childminder keeps parents well informed about their children's progress as they access information, which is stored on the childminder's new electronic recording system. This provides them with an update on what their children have done and enjoyed, and how each child is developing. Parents can share information about their children's learning and development at home via the same recording system. The childminder also makes her own observations and uses these to inform her assessments for each child. This enables her to set targets or next steps for individual children to make sure that they maintain good progress.

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

Young children are secure and settled with the childminder, and are growing well in their confidence and self-assurance. The childminder works closely with parents to ensure that she has a good knowledge of each child's routines and care needs. This enables her to provide sensitive support and good quality learning and development for each child as an individual. Subsequently, children have a strong sense of belonging. The childminder places an emphasis on care practices and younger children learn about keeping

themselves safe. She reminds them to be careful as they pull up and balance against the furniture, and the childminder ensures that she keeps floors clear as babies crawl around. She carries out a wide range of risk assessments on the premises and local areas they access to ensure that she keeps children safe. Young children develop a strong sense of independence as they are encouraged to feed themselves and attempt to put on their socks. The childminder is a good role model and as children follow her example, they learn to be polite. Young children behave well. They are beginning to learn about healthy lifestyles and keeping safe. The childminder works with parents to provide healthy snacks and packed lunches for their own children to ensure healthy eating. She provides parents with information about allergies and dietary requirements and talks about any health needs the children may have.

The childminder provides children with a wide range of resources indoors and outside. These are laid out for easy access and children confidently help themselves to toys and equipment from the boxes in the dedicated playroom. They very much enjoy exploring and finding out what is available, and are able to initiate their own play and learning in all areas. For example, younger children crawl to the treasure basket and babble to the childminder as they lift out objects or attempt to bang the tray with a wooden spoon. They develop their independence and cooperation skills while being very well supported by the childminder who often plays alongside them, skilfully interacting, asking questions and stimulating learning.

The outside play space is varied and interesting, and children use this area nearly every day. The childminder states that the younger children enjoy playing with the older children and that she encourages them to learn from each other. This helps children to form good friendships and to play and cooperate together. Children also visit groups, the library and pre-schools with the childminder. During these occasions when they meet and socialise with other children and adults, they further develop their social skills. These experiences all help to prepare them for the next step in their life, such as starting at pre-school or school.

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

The childminder has a good understanding of her duty to safeguard children and to meet the safeguarding and welfare, and learning and development requirements. She is well organised and has a well-planned routine which ensures that her setting meets the needs of all children who attend. The childminder organises her procedures, records and mandatory documents well, and they are either easily available on her electronic system, or printed out if required. They underpin the good practice the childminder offers children. The childminder plans trips out most mornings and carries out clear risk assessments for these outings. She supervises children closely and provides successful adult support. Her safeguarding policy is robust and she knows how to contact her local safeguarding children board should she need to make a referral. She regularly updates her training to enable her to keep children safe and secure. She checks and updates risk assessments regularly sharing these with parents.

The childminder has new systems in place to track and monitor children's progress via her electronic system of record keeping. However, these systems do not fully enable the childminder to demonstrate that all children are making the best possible progress. The childminder has developed links with local schools to ensure continuity of care and learning for all children. She is continually reflective and has good systems in place to enable her to develop and improve her own practice. Since her last inspection, she has completed a range of training and improved her knowledge of safeguarding and first aid. She plans an informal programme of professional development identifying training opportunities. She has applied to complete further training. However, her improvement plans focus less on teaching and learning to enable the childminder to set challenging targets for improvement in these areas.

The childminder builds positive relationships with parents. She obtains and shares a good deal of information about each child's daily routines and achievements talking to parents about their children's learning at home. Parents can easily see how their children are developing when sharing and talking about the children's learning records. They are encouraged to make their own comments. Parents state in questionnaires and thank-you letters that they are pleased with the care and education provided for their children. They feel that their children have made good progress and that the support of the childminder has helped them to go back to work confident in the fact that their children are well cared for.

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	100334
Local authority	Dorset
Inspection number	839038
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	22/06/2009
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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