

Inspection date	15/01/2015
Previous inspection date	22/02/2012

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

- Children are settled and feel secure as the childminder has a good understanding of their individual care needs and routines, and follows these consistently.
- Children have a keen interest in books and develop strong communication and language skills as they help the childminder to read the stories.
- The childminder is fully involved as children play, challenging them to think and solve problems.
- Children develop confidence and independence as they are able to choose and select resources from the easily accessible storage units.

It is not yet outstanding because

- Children do not always have enough opportunities to use writing tools and have a go at making marks during their play.
- The childminder does not gain enough information from parents about children's starting points, to help her plan for their individual learning needs 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.
- 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 2011. She lives with her two children in the town of Lyme Regis, 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, kitchen and toilet facilities. Children have access to the garden for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll; seven of these are in the early years age group. The family has a cat.

What the setting needs to do to improve further

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

- provide more opportunities for children to experiment with early writing and mark making during their play
- gain more detailed information from parents about children's learning and stage of development when they first start.

Inspection judgements

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

Children settle well and make good progress in all areas of their learning. The childminder interacts well with children, teaching them skills and encouraging them to solve problems. For example, during the inspection, the children were encouraged to count objects and then consider how many there would be if they added one more. This increases children's listening, communication and numeracy skills. Children have a keen interest in books as the childminder provides a wide range to support their individual needs. For example, there are sensory board books, story books and books to support children through stages in their development, such as potty training. Children frequently picked up a book and started reading it to themselves or each other, using the pictures to help them. The childminder pointed to words and sounded out initial letters, to encourage children to start to understand that print carries meaning. As she reads to them, she uses lots of expression in her voice, which children replicate when they tell their own stories. The children enjoy role play, and use their imagination as they pretend to make cups of tea. The childminder makes sure children have appropriate equipment to enable them to get fully involved in their play; however, she does not provide resources such as note pads, pencils or calendars, to encourage children to use early writing as they play.

Children have easy access to a broad range of toys and resources. This means they can

make lots of choices and are able to organise their own play. The childminder includes toys that provide positive images of diversity, which is a reflection of the improvements she has made since her last inspection. She has made books with the children to reflect a wide range of families. Children point to the photographs of themselves and their friends on the display board. This helps them to develop a strong sense of identity, and to learn to value and respect individuality.

Effective systems for monitoring children's progress and planning for their next steps mean that children are supported well in making good progress. Parents receive daily information about events, routines and the activities children have enjoyed, through discussions with the childminder. Parents regularly share the records the childminder keeps on children's development, so they are clear about their progress. This includes assessments such as the progress check for two-year-old children. The childminder obtains detailed information about children's care needs when they first start. However, she does not seek the same quality of information about their learning needs, to fully establish their starting points as part of initial planning for their development.

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

Children are happy in the childminder's care and form good relationships with her, due to her caring interactions. The childminder has a very good understanding of children's individual needs and routines and respects these at all times. This helps children to feel safe and secure. For example, the childminder follows a familiar sleep-time routine, to help younger children settle for a rest. Children are very polite, often using 'please' and 'thank you' in their conversations. Children learn to play well together, due to the clear and consistent expectations and boundaries the childminder uses with them. She offers lots of praise to children, which builds their confidence and self-esteem. The childminder supports children in becoming increasingly independent in managing their personal care needs. She works closely with parents on areas such as potty training, to enable children to achieve this step successfully. The childminder plans outings and takes children to toddler groups, where they develop social skills so they are confident in group situations. This prepares them for the next stage in their learning, such as a move to pre-school.

Indoor play spaces are well organised and welcoming. The childminder also offers activities in her garden to increase children's physical skills, support their health and provide them with daily opportunities to enjoy fresh air. She encourages children to enjoy nutritious snacks and meals to support their health. The childminder promotes children's safety and welfare well. She provides appropriate levels of supervision for children at all times, which helps to keep them safe. For example, quiet space is available for children to sleep downstairs, so the childminder can monitor them closely. She completes daily checks on the premises, ensuring that appropriate measures are in place to provide a safe and appropriate environment. Children take part in practising the emergency evacuation procedures, and learn about road safety when they are on outings. This teaches them how to keep themselves safe.

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

The childminder has a good awareness and understanding of the Early Years Foundation Stage requirements. She attends regular training courses to update and increase her skills, and seeks feedback and support from early years professionals as part of her systems for evaluating her provision. Due to this, she identifies improvements that she can make. For example, she is currently in the process of improving use of her outdoor play areas, to provide a wider range of learning opportunities to support all children's needs. The childminder reviews children's progress regularly, helping her to ensure that overall, they receive a good balance of learning opportunities to support them well in all areas. This demonstrates her commitment to continuous improvement.

The childminder has a secure understanding of child protection and safeguarding procedures. She frequently updates her safeguarding training, and demonstrates a confident awareness of possible indicators of abuse and the procedures to follow should she have a concern about a child's welfare. She keeps contact details for the relevant authorities on her noticeboard and in her bag, so that she is able to take prompt action to help keep children safe. The childminder shares all her written policies, including those for safeguarding, with parents. Therefore, they are clear about her role and responsibilities. Well-organised and efficient use of documentation, such as an accurate record of children's attendance and accident records, helps to support children's ongoing safety and welfare.

The childminder builds friendly yet professional relationships with parents. She respects their preferences with regards to information sharing, to ensure they exchange information to maintain consistency for the children. Parents state they are very happy with the service the childminder provides, and that their children cannot wait to attend. They report they receive detailed information about children's development and are very pleased with the progress children are making. The childminder has a sound understanding of the need to work in partnership with other providers, where children attend more than one setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY433585
Local authority	Dorset
Inspection number	823906
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	22/02/2012
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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