

<b>Inspection date</b>	23 April 2015
Previous inspection date	27 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder promotes children's language development very well. She constantly chats to children as they play. This provides them with new vocabulary and involves them in discussions to encourage them to communicate their own thoughts and ideas.
- Children develop confidence and self-esteem due to the childminder's positive approach and frequent use of praise and encouragement.
- The children are happy and settle well with the childminder as she has a good understanding of their individual needs. They form a strong bond with the childminder and her family and feel safe and secure in her care.
- Children learn about boundaries and expectations due to the childminder's sensitive reminders and support. These help them to develop an understanding of right from wrong, enabling them to form positive relationships with others.
- The childminder makes improvements that directly impact on children's experiences. She has adapted her toy storage to enable children to access toys freely, increasing their independence. She attends training and also works closely with other childcare professionals to ensure she has the skills to meet the needs of all children attending.

### It is not yet outstanding because:

- The childminder does not always share enough information about children's progress with parents, to encourage them to provide further support for children's learning at home.
- The childminder gains information via parents about children's experiences in other settings. However, she does not link directly with them herself, to share detailed information about children's learning and progress to help promote consistency.

## What the setting needs to do to improve further

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

- improve the information shared with parents about children's progress and the next steps in their learning
- increase links with other early years settings children also attend, to promote consistency when supporting their learning.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including policies and procedures.
- The inspector took account of the written views of parents.

## Inspector

Samantha Powis

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The children are keen to learn and eager to take part in activities. Indoor play areas are bright and stimulating, which motivates children to engage in play. The childminder is actively involved with the children, asking questions and using language to encourage children to think and problem solve. For example, as children threw the bean bags into hoops, she talked about the colours of the bags and the hoops. She counted the bean bags with the children and introduced older children to the numerals written on the bags. This also supports their awareness of number value. She claps and cheers, congratulating children as they try hard to hit the target. This makes children feel proud of their achievements. The childminder monitors children's progress effectively through her observations. She takes videos to enable her to reflect on the progress children make and plan for the next steps in their learning. This helps to ensure that activities reflect children's needs so that all children make good progress. She talks to parents about the progress children make, but does not always give them enough information about children's next steps to involve them fully in children's learning at home.

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

Children enjoy their time with the childminder. She is calm and consistent in her approach, so children welcome her involvement in their play. The childminder supports children in gaining skills to prepare them for the next stage in their learning. For example, she works closely with parents to help children with toilet training. The childminder completes risk assessments and continually adapts practices and procedures to help keep children safe. She teaches children about safety as she involves them all in practising the emergency evacuation procedures. The childminder reminds children about positive hygiene routines, helping them learn about keeping healthy. She takes children outside daily, making good use of local parks and play areas to enable them to engage in physical activities. She takes children to group activities, such as rhyme time at the library, toddler groups and gym sessions. As well as supporting children's learning, this also makes them more aware of their local community, helping them to learn to value and respect diversity.

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

The childminder has a good awareness of the Early Years Foundation Stage requirements. She has a confident understanding of safeguarding policy and procedures. This helps her to keep children safe as she knows what action to take if she were concerned about a child's welfare. The childminder shares information with some childcare professionals, but does not establish close links with other early years settings children also attend, to share information about children's learning.

## Setting details

<b>Unique reference number</b>	144111
<b>Local authority</b>	Poole
<b>Inspection number</b>	836676
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 September 2010
<b>Telephone number</b>	

The childminder registered in 2000. She lives in a first floor flat in Poole, Dorset. There is a lift as well as stairs to access the flat. The childminder provides care for children each weekday from 8am to 6pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

