

Inspection date	29/04/2013
Previous inspection date	19/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's personal, social and emotional well-being is well supported, due to the childminder's good understanding of their individual needs and routines.
- The childminder has a secure understanding of the learning and development requirements and uses effective systems to monitor, assess and plan for children's progress.
- Systems used by the childminder are effective in monitoring her provision, enabling her to make continual improvements to her childminding service, which benefit children.
- The childminder has clear procedures in place to help minimise potential risks to children, which helps provide a safe and secure environment for them.

It is not yet outstanding because

- Opportunities to allow children to explore creative play activities freely and express their ideas are not maximised .
- The childminder does not make the most of planned outdoor activities by providing additional resources to further children's 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 indoors and outdoors, and the interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessments.
- The inspector viewed the systems used to review and evaluate the childminder's provision.

Inspector

Dinah Round

Full Report

Information about the setting

The childminder registered in 1997. She lives with her husband and teenage daughter, in a house in the Oakdale area of Poole, in Dorset. The whole of the ground floor is used for childminding, with sleep provision provided on the first floor. Toilet facilities are easily accessible on both levels of the premises. Children have access to an enclosed front garden for outdoor play. The family have a cat. The childminder is registered on the Early Years Register, and compulsory and voluntary part of the Childcare Register. She currently cares for two children in the early years age group. The childminder has a level 3 qualification in children's care, learning and development.

What the setting needs to do to improve further

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

- offer children more opportunities to be creative and express themselves freely through play activities and experiences
- enhance children's learning outdoors through providing resources, such as magnifying glasses and reference books as children investigate.

Inspection judgements

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

Children are happy, settled, and are learning through the various play activities and experiences provided. The childminder has a good understanding of children's individual needs and stages of development. She uses her knowledge of how children learn to support children through active learning. As a result, children enjoy playing and exploring in an environment that stimulates their interests. The childminder monitors children's progress effectively and links closely with parents. Observations and assessments are collated in children's individual 'learning journals' and alongside use of a developmental tracker, help her plan for the next steps in their learning. The childminder has incorporated a progress check at age two within her assessment and evidences appropriate systems, which cover all areas of learning. This progress check is discussed and shared with parents.

The childminder follows national initiatives, such as 'Every Child a Talker' to support children's developing needs. Consequently, children are making good progress in their learning and development in relation to their starting points. Planning of activities is

flexible to allow children to follow their interests. For example, children have fun as they choose to play and explore with the water play outside. They confidently squeeze the handle of the water spray container to water the flowers in the garden telling others 'this will make them grow'. Children join in an activity to plant seeds, helping them develop an understanding of growth and changes over time. However, the childminder does not make the most of the activity to enrich children's learning by providing magnifiers and photographs so they can observe things more closely.

Children are learning good skills for the future and show growing independence in their personal care. They show confidence as they wash their hands and are learning how to do buttons on their coat when they go outside. Children's communication is developing well due to the positive interaction from the childminder. Children are fascinated as they use their senses to explore the various objects from the treasure basket. The childminder asks children what the items feel like and introduces new words, such as 'soft', 'rough' and 'smooth'. This helps to build on children's vocabulary and develop their language skills.

Children enjoy stories and learn that print carries meaning as they share a book with the childminder. They turn the pages carefully and giggle with delight as they hide the mouse in the picture. Children learn about size, shape and measure through both planned and spontaneous activities. For example, the childminder uses descriptive words of 'big', 'medium' and 'little' as children pour the water through the different sized funnels. Children observe the patterns they are making in the sand and recognise the print from their shoe.

Creative play activities allow children to experiment with different mediums, such as paint, collage and dough. However, at times, the activities are quite adult-led, such as making faces and various animals from paper plates. This limits the opportunities for children to express their own ideas and be freely creative. The childminder takes children on regular outings around the community to widen their play and learning experiences. This includes visits to the local parent and toddler group and children's centre activities.

The childminder works in partnerships with parents. Settling-in sessions are organised when children first start to support them with the changes. Parents share information about children's individual needs through informal discussion and completion of the 'What's special about Me' form. The childminder uses the information to tailor her day to suit children's routines, helping them to settle. Parents take home the children's learning journals on a regular basis and are encouraged to contribute their comments and observations. This keeps them successfully informed and involved in their children's care, learning and development.

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

Children develop trusting relationship with the childminder. She has a good understanding of their individual needs, and interacts in a friendly and caring manner. As a result, children are settled and secure. They move around the environment with confidence making choices about their play activities, such as selecting a book from the low unit for

the childminder to read with them. Children benefit from the childminder's regular praise and encouragement, which helps to build their confidence and self-esteem. The childminder follows effective behaviour management strategies and takes into consideration the children's ages and stages of development. For example, she distracts the children with alternative activities to keep them interested and occupied.

The childminder completes regular risk assessments, both annually and through daily checklists. She has good levels of safety measures in place so that the children can move around freely and safely. Children get involved in the checking of the outside play areas, which helps to raise their awareness of hazards and how to keep themselves safe. Children know that they need to be careful when using tools and tell others that the scissors are sharp. The childminder supervises children closely and takes the necessary steps to keep them safe and secure. She follows effective procedures when taking children on outings, such as making sure children are visible by providing them with fluorescent jackets. Children learn about road safety when out in the community and the childminder reinforces the messages through the activities. For example, as children see pictures of traffic lights she talks about how they need to wait when the light is red, and can go across the road when it changes to green. Children are familiar with the daily hygiene routines and readily pull up their sleeves to wash their hands. The childminder talks with children about the importance of keeping healthy and children explain how they are 'washing away germs and spiders'.

Children benefit from the well organised, welcoming environment. They see their own named coat peg and shoe box giving them a strong sense of belonging. Low storage units with labelled toys and resources are easily accessible for children and successfully foster their independence. Children have daily use of the childminder's garden and at certain times during the day can move freely between the indoor and outdoor areas. This adds to their enjoyment and provides them with lots of fresh air and exercise. They have access to a good range of outdoor play equipment that helps promote their physical development.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has recently attended safeguarding training and updated her policy to reflect the latest changes. The childminder is clear in her knowledge of safeguarding issues and her responsibility to keep children safe. For example, she keeps the relevant guidance in a folder and knows who to contact in the event of concerns about a child in her care. All required records are in place to support children's safety and welfare. These are easily accessible and are stored confidentially.

The childminder has continued to develop her practice through ongoing training and has obtained a level 3 qualification. She has addressed all recommendations from her last inspection. Effective assessment arrangements are now in place to help her monitor and plan for children's progress. She has a secure understanding of the learning and

development requirements and uses this to support children's ongoing development. The ongoing checks of the premises help her to maintain a safe and secure environment, so risks to children are minimised.

The childminder has good systems in place to help her reflect on her practice, including use of a self-evaluation diary. She has a positive attitude to the continual development of her childminding service, linking with her local authority advisor for advice and support.

The childminder has established strong links with parents. She gains additional information to help her support children with specific needs, enabling her to provide continuity for their care and learning. Parents receive detailed information about the childminder's provision, including her policies, procedures and business arrangements. She is clear of her role in working together with parents to help prepare children for the next steps in their learning, such as starting pre-school.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	510845
Local authority	Poole
Inspection number	843323
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	19/01/2009
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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