

<b>Inspection date</b>	15/04/2013
Previous inspection date	11/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The childminder promotes children's learning well through her effective questioning, which extends their critical thinking in their play.
- Children receive plenty of praise for their efforts in their play, which helps them develop positive self-esteem.
- Children play happily together, which supports the development of their social skills.

#### **It is not yet good because**

- The childminder's knowledge of the requirement to complete the progress check for two-year-old children is not fully secure to ensure that the progress of children of this age is monitored effectively.
- Opportunities to fully support children's interests and literacy skills enabling them to make choices from a wide range of books have not been fully considered.
- The childminder has not fully established a system of self-evaluation to effectively review all aspects of her practice and drive improvement.

## 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 compulsory part 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 lounge and kitchen/dining area.
- The inspector discussed children's learning and development with the childminder.
- The inspector sampled a range of documentation including children's learning journals, the register and the operational policies and procedures.
- The inspector viewed the childminder's self-evaluation system.

## Inspector

Daniel, Mary

## Full Report

### Information about the setting

The childminder registered in 2009 and lives with her parents in the Chickerell area of Weymouth, Dorset. Children have use of a sitting room and kitchen/diner on the ground floor, a bedroom for sleeping and a bathroom on the first floor. There is a garden for outdoor play. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 16 children on roll, of whom 12 are in the early years age group. The childminder works with her mother who is also a registered childminder at the same address. The childminder holds a childcare qualification at level 3.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the process for completing the progress check for two-year-old children and provide parents with a written summary of their child's development, which identifies their strengths and any areas where the child's progress is less than expected.

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

- review the storage of books to enable children to freely access those of their choice to fully promote their enjoyment of books and their early reading skills
- develop further the systems of self-evaluation and include the views of parents and children, to fully promote continual improvements in all aspects of practice.

## Inspection judgements

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

The childminder has a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage. She uses effective questioning well to extend children's learning through their play. For example, she asks children about the colours of the building bricks they play with; children respond saying 'there is a red one, a yellow one and a green one' showing their developing recognition of colours. The childminder encourages children's language development well within their play. For instance, she introduces new words, such as 'tractor' as they look at the pictures on their

puzzle. She talks to children about the 'quiche' and 'pizza' they make with the make-believe play food. Toddlers are keen to respond and make positive attempts to repeat her words. This effectively promotes their early communication skills.

The childminder uses the guidance document Development Matters in the Early Years Foundation Stage to assess children's stages of development. This helps her to plan activities that support children's next steps for learning. For example, toddlers spend time fitting the pieces of puzzle into the inset boards, which encourages their awareness of space, size and shape. More able children start to develop this early mathematical recognition as they complete puzzles with more pieces. This provides suitable challenges for children's differing abilities in their play. In addition, it helps children gain the necessary interest needed for their future learning skills. The childminder has started sharing information on children's development with other settings they attend. She is also establishing ways of promoting parents' involvement in their child's achievements and progress. For instance, she shares their child's learning journals with them. In addition, she has introduced 'wow' stickers for parents to use and share their observations of their child from home. Overall, this supports a consistent approach towards children's learning.

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

The childminder has a friendly approach and children show they feel comfortable and settled in her care. She provides healthy meals and snacks for children and encourages them to help chop up their bananas to eat. This supports children well in learning to handle tools safely and develops their hand-eye coordination skills. Children help the childminder tidy up the toys and recognise established daily routines. For example, they understand the systems of washing their hands before eating. This supports children to start making connections in their experiences. Consequently, they become prepared for the challenges of their next learning environments of pre-school and school.

Children sleep comfortably in large travel cots, as part of a healthy lifestyle. They have individual bedding, which prevents cross contamination. The childminder uses local resources effectively to promote children's physical development. For instance, they go to a nearby park, where they stretch and climb on the climbing frame. They sometimes go to a different play area, where they ride their toys, bicycles, cars and scooters. As a result, children have fun opportunities to exercise and play outside in the fresh air. Children are welcomed in the home and the childminder generally organises play resources well to encourage the children's learning. This effectively supports their spontaneity in play. However, books are stored in a large, deep toy box. This does not encourage children's independent access. They cannot easily reach the books, which are jumbled up in the box with other toys. The organisation of these resources has an impact on how children's interest, enjoyment and free choice of books is promoted.

The childminder has established suitable routines for outings; she encourages children to look and listen for cars when they cross roads. This effectively promotes their understanding of keeping themselves safe from harm. Children enjoy being with their

friends and show concern for each other, for example when they see a friend has hurt their knee. The childminder praises children as they achieve in their play and keeps consistent boundaries. Consequently, children start to develop a sense of what is right and wrong. This supports children well as they develop and understand important social skills.

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

The childminder has developed a satisfactory awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has drawn up a safeguarding policy, which she shares with parents, so they understand more about how she protects children's well-being. She is aware of relevant agencies to contact if a concern arises, which helps to support children's welfare. The childminder assesses possible risks in the home and on outings and suitable prevention is in place. For example, she has established clear routines for getting children in and out of the car. In addition, she provides appropriate car seats according to children's height and weight requirements. This helps to keep children safe and reduce the risk of accidents. The childminder has completed relevant childcare training and maintains the required records for registration. For instance, she obtains parents' written permission for taking their child on outings or using large play equipment in the garden. This effectively promotes continuity in children's care. In addition, it gives reassurance to parents about the consideration given to the activities offered to their child.

The childminder has started to develop systems for evaluating her practice. This is an improvement since the last inspection. However, these systems are not fully robust to promote ongoing reviews of all aspects of practice. For example, the childminder does not seek the views of parents and children about the provision offered to help her evaluate and improve her practice. This has an impact on the effectiveness of the childminder's aims for continual improvement in the outcomes for children. In addition, the childminder is not fully aware of all aspects of the process of completing the required progress check for children when they are aged between two and three years. Although she is continuing to embed systems to consistently and effectively track children's progress this has some impact on how effectively the childminder monitors children's development and identifies any areas needing more support. This also impacts on the information she is able to share and provide to parents.

### **The Childcare Register**

The requirements for the compulsory 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	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

<b>Unique reference number</b>	EY390404
<b>Local authority</b>	Dorset
<b>Inspection number</b>	844648
<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>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/08/2009
<b>Telephone number</b>	

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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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