

<b>Inspection date</b>	18/11/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		Not Applicable
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 enjoy a wide range of toys and they benefit from a broad range of activities, outings and play experiences. This supports children's learning and development strongly.
- Children form strong relationships with the childminder and others in a safe secure environment.
- All parents praise the childminder because she has strong partnerships with them. She keeps them well informed through daily discussions, and the sharing of development records.
- Children benefit from the able skills of the childminder who has an accurate understanding of how children learn, effectively engaging and encouraging them.

#### **It is not yet outstanding because**

- Partnerships with parents are not fully embedded to enable them to fully contribute to their child's continuous learning and development.
- The childminder has not fully explored all of the opportunities for children to share and learn about the similarities and differences between themselves and others with regards to disability.

## 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 childminder took the inspector on a tour of the childminding premises and talked through how she has made areas safe for children.
- The inspector looked at documentation, including self-evaluation, risk assessments and regulatory documentation.
- The inspector observed children's activities and resources.
- The inspector looked at the written observations and assessments of children.
- The inspector observed the interaction between the childminder and children. The inspector held discussions with the childminder.

## Inspector

Marie Bain

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two sons on Portland, Dorset. All areas of the home are used for childminding purposes with a living/dining room and kitchen used as the main accommodation. Rest and toilet facilities are available upstairs. There is a garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding seven children in the early years age group.

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

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

- consider ways to further develop the system for sharing information with parents in order to help them support, contribute and extend their child's learning and development
- enhance children's awareness of the similarities and differences that connect them to and distinguish them from others, with particular reference to disabilities.

## Inspection judgements

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

Children make good progress in their development because the childminder is caring and supportive. The childminder encourages children to choose what they want to do and she joins in their play. Children access many interesting resources, which support their development. They enjoy a range of art and craft activities using different materials such as painting pasta and threading it onto string to make necklaces, and a paper Mache pinata for the Halloween party. For this they blew up a balloon and hid the treasures' inside. They learnt how to mix the paper and glue and paste it onto the balloon and when it was dry they painted it in bright colours. At the party the children explored 'freely bags' filled with baked beans, jelly and shaving foam by putting their hands in to feel for the spider hidden inside. This encourages their creativity, sensory exploration and dexterity.

Opportunities for children to become aware of communication, language and mathematics are provided through daily routines and in many play activities. For example, children picked blackberries to make an apple and blackberry crumble. They helped each other measure the amount of ingredients and mix it to make the crumble and enjoyed eating it when it was ready. When they had finished they helped to wash up and tidy away the

dishes and utensils. Children go to the library to borrow books and listen to story time which promotes their social interaction and listening and concentration skills. The childminder uses simple puzzles, flash cards and stories with children and talks about the pictures to help them to increase their vocabulary and start to think for themselves. She also responds to young children's attempts to make conversation, supporting them to develop their thinking, understanding and ideas through play. Young children show delight in exploring simple equipment. They press and push buttons and turn equipment on and off and to develop their early mark making using chunky chinks to make marks on the mega sketcher. The childminder and children readily celebrate a range of festivals together. This also helps children to begin to be aware of different faiths and cultures. However, opportunities for children to learn about the differences between themselves and others with regards to disability are not fully explored. This does not fully enhance children's understanding of the wider world.

Children experience a broad range of outings and activities as the childminder plans to extend their interests across all areas of learning. Children learn about the natural world as the childminder takes them out regularly. They go out to the farm to where they can feed and stroke the animals and to the harbour to go crabbing. They used bait, lines and nets to catch the crabs and gave them all names before letting them go. Children often go to the seaside and make a 'seaside in a bottle' using seaweed, sand, shells and pebbles. A child suggested that they write a message in a bottle so they all did and watched it float out to sea.

The childminder has a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage to plan activities and ensure that children make progress in their learning. She has started to record detailed observations and assessments and is using these in identifying children's next steps in their learning. This supports children's development as they move onto the next steps in their learning. There are regular opportunities for parents to discuss and view their children's learning records. However, systems to enable parents to fully contribute to their child's ongoing learning and development at home are not yet well embedded. The childminder has implemented the assessment check for children between the ages of two and three year olds.

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

Children are comfortable and secure in the childminder's care as she provides a welcoming homely environment. The childminder has flexible settling in routines, which helps her to know parents and children well. Children's welfare is promoted well and effective procedures meet the welfare requirements. Children are developing a good awareness of being healthy. They are offered a variety of balanced options at snack times and they help to cut up the fruit to place in the tray to choose from. Children benefit from a clean well-maintained environment. Thorough hygiene practices are in place when washing hands with individual towels provided in order to minimise cross infection. The childminder has an accurate understanding of meeting dietary requirements and parents provide foods which are stored and reheated appropriately. Drinks are readily accessible at all times. Children are able to get outside in the fresh air each day. They regularly play in the

garden or at local parks to develop appropriate physical skills. Children are kept safe within the setting because the childminder supervises closely. They are also beginning to learn about keeping themselves safe when the childminder talks about the importance of road safety when they are out, practices fire drills and offers gentle reminders about being careful and using resources safely in the home.

The childminder organises the available play space very well, so that it is attractive for children and conducive to learning. Resources are stored around the room or in clearly labeled boxes, so that children can readily select what they want to play with. Children are clearly happy and at ease in this warm, friendly environment. They form strong attachments to the childminder as they cuddle into her when they are playing next to her or to seek reassurance. Children develop a strong sense of expected behaviour through effective praise and encouragement. They are learning right from wrong while feeling confident and assured. This is because the childminder has a gentle rapport with children and they respond well to her guidance and positive interaction. The childminder uses appropriate ways to manage behaviour, such as gentle distraction or simple explanations matched to the stage of the child.

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

Children stay safe as the childminder has a good understanding of safeguarding procedures. She has attended first aid and safeguarding training and she has a secure understanding of child protection issues. She knows what to do if she has concerns about a child in her care and how to deal with accidents. She ensures that suitability checks are complete for all adults in her home. These measures help protect the children. The childminder understands the requirements of the Early Years Foundation Stage so she safely cares for the children. She maintains all the required documentation for the safe and efficient management of children's health, safety and welfare. The childminder closely supervises the children. Daily checks and written detailed risk assessments promote safety in the home, garden and outings. The childminder develops an enabling environment for children. She has a good range of toys, which are in a good clean condition, many of which the children can easily access.

Children benefit from the well developed parental partnerships and the childminder's care and the interest she takes in them. They make good progress in all areas of their learning because of the effective support they receive. Parents left letters for the inspector and all spoke very positively about the childminder. They feel well informed and feel that their children are secure and settled. Parents are very happy with the activities and outings children experience and their progress in their learning. They are encouraged to share what they know about their child when the child first starts to attend so that the childminder is able to meet their children's individual needs and help them settle easily. Parents receive a daily feedback both verbally and in home communication books which detail their child's care and activities. Good information is available for parents about the childminder's service, such as written policies and procedures.

The childminder has a good commitment to improving her service through accessing training in the future. For example, she has booked to attend course relating to working with children with English as an additional language and special educational needs, so that she can ensure that she meets the needs of all children in her care. Through her self-evaluation process, the childminder is beginning to develop an understanding of the strengths of her practice and areas for improvement.

### **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. It will be monitored and inspected within twelve months of the date of this 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		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>	EY461215
<b>Local authority</b>	Dorset
<b>Inspection number</b>	919371
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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