

Inspection date	07/01/2013
Previous inspection date	23/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has a very strong focus on supporting children with their personal, social and emotional development and they make outstanding progress as a result.
- Children develop an excellent understanding of how to manage risks and challenges relative to their age. The childminder gives the highest priority to the safety of children.
- The childminder uses open-ended resources, so that children can express their own ideas, develop their creativity and imagination.
- The childminder highly effectively praises the children, noting effort, how they are doing things and encouraging the children to persist and solve problems.
- Behaviour is extremely good. The childminder has a happy family ethos and relationships with children and their families are excellent.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 taking place throughout the house and in the outside play area.
- The inspector spoke with the childminder and co-childminder at appropriate times throughout the observations.
- The inspector looked at the children's observation records, a selection of policies and children's records.
- The inspector spoke with parents.

Inspector

Sandra Croker

Full Report

Information about the setting

The childminder registered in 2002. She lives with her husband and daughter in Poole, Dorset. Her husband is also her co-childminder and they have joint responsibility for the childminding practice. The whole of the property is used for childminding and there is an enclosed garden 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

nine children in the early years age range. The childminder offers care each working day between the hours of 6.30am and 7pm. The childminder offers overnight care for three children under eight years old. The childminder takes children to and from local schools. She attends the local children's groups and takes children to the park and library.

What the setting needs to do to improve further

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

- enhance the opportunity for children to learn about words, shapes and numerals in the outdoor environment.

Inspection judgements

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

The childminder has very high expectations for herself and for the children in her care. She carries out assessments of children's learning and development based on a comprehensive knowledge of the child and their family and uses this information to plan exceptionally well to meet children's needs. As a result, children are active learners, who are keen to play and explore the wide range of interesting activities. The childminder is highly effective in involving young children who learn English as an additional language, for example, during a story. She impressively uses spiders of different sizes to bring the story to life. Children enjoy the responsibility of bringing their spiders into the story. She is very skilled in involving children as she stops to encourage them to read the next word, and they excitedly join in with repeated refrains. The childminder also motivates children to use number names and number language effectively. They enthusiastically count the spiders as they appear in the story and point out their relative size. The childminder skilfully demonstrates the language for position and measure as the story progresses, and children eagerly spot the spiders. Consequently all children make excellent progress relative to their starting points. The childminder is highly effective in encouraging children to play collaboratively. They enthusiastically catch magnetic fish, helping each other operate the fishing rod reel mechanism. The childminder skilfully encourages high levels of fascination from the children as the fish magically bite the worms on the lines. She motivates children to notice the number of fish getting smaller as they play the game. Children excitedly make links as they match their fish to pet fish swimming in a nearby tank. They point to photographs of themselves fishing on a recent outing and the childminder skilfully helps children use language to recall their experiences.

Older children focus intently while practising the Japanese art of folding paper. Younger

children use a wide variety of crayons, including painting crayons, to make marks. This supports children's early writing skills well. Children flourish because the childminder takes a very strong interest in what they do. She highly effectively gets them to talk about their processes and successes. Children show satisfaction in their significant achievements, and display and share them enthusiastically with one another. This demonstrates their high levels of self-confidence. The childminder very skilfully includes all children in energetic play with a play parachute. She encourages cooperation and reinforces sharing and taking turns. Older children impressively help the youngest children to take part. Everyone excitedly takes part as the parachute moves in different directions and speeds. The childminder expertly supports children who have not played this game before and encourages children to talk about what they are learning, valuing their ideas. Older children excitedly practise writing numbers on the shed with colourful chalks. Younger children very happily make marks with different sized paintbrushes and pots of water. Inside the childminder motivates children to move energetically as they dance to music. Older children very productively involve the younger children in number songs and rhymes. Children excitedly act out a story and role-play flying away in a flying saucer.

Children prepare exceptionally well for the next steps in their learning as they develop high levels of confidence and persist at activities for long periods. Parents report that the childminder has highly successful strategies to engage them in their children's learning. The childminder has attended training to assess children's progress at two and has very good plans to support children's future learning and development involving other professionals.

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

Children's behaviour is excellent because the childminder is highly skilled at promoting positive behaviour. Children thoroughly enjoy the extensive range of activities based on their interests. She is exceptionally skilled at nurturing their independence. Children help with feeding the pet guinea pigs and responsibly choose to wash their hands. The childminder enables young children to enjoy planning and making their own decisions about how to use their chosen resources and organise their own patterns of thought and behaviour. Children make excellent progress because the indoor and outdoor space and resources are extremely motivating. However, there are relatively fewer words, shapes and numerals in the outside environment to extend older children's learning even further.

The childminder is excellent at following children's lead in conversation. She nurtures young children to confidently make choices and express preferences. For example, they hang their coat, with their named photograph, on a peg of their choice. The childminder is highly effective in promoting children's safety, while not inhibiting their risk-taking. Children develop very good relationships with the childminder and one another. Children of all ages are impressively involved in establishing rules of behaviour. They flourish because they feel part of a warm and caring homely environment. Parents report how they work extremely well with the childminder to help their children make healthy choices in relation to food. Children enthusiastically point out the food posters on the wall and healthy eating leaflets distributed to support their own understanding of making healthy

food choices. Children effectively learn to know the importance for good health of physical exercise. The childminder motivates children of all ages to enjoy daily energetic play both indoors and outdoors. Older children eagerly explain how they love exciting opportunities to run in their wellingtons through large open spaces on regular trips. The childminder plans effectively for children to manage their own basic hygiene and personal needs successfully. For example, young children very confidently use a soap dispenser and paper towel dispenser in the bathroom. They very confidently explain they wash away germs. Children have extensive support for any periods of change. The childminder prepares children skilfully for their move to other settings and to school.

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

The childminder has an excellent understanding of her responsibilities in meeting the learning and development requirements for children. She has a strong drive to maintain the highest levels of achievement for all children. She uses computer software meticulously, organising the learning experiences of children in her care. Parents are extremely pleased with systems in place which give them immediate access to their children's learning and development records. They also report feeling extremely well involved with evaluating the provision their children receive. The childminder evaluates the quality of her provision with a high level of accuracy, enabling her to identify the most important priorities for improvement and ensuring that actions taken are effective in improving children's learning and development. In particular, the childminder targets her drive to improve children's social and emotional development and has developed resources to encourage this further. The childminder undertakes training to further improve and update her skills and knowledge. This has a very positive impact on the setting and children's well-being. They have benefitted from her updated skills to develop their communication and language. The childminder has a strong drive to maintain the highest levels of achievement for all children and she monitors the educational programmes extremely well. She quickly identifies children's individual needs, and ensures she meets them exceptionally well.

The childminder has a comprehensive understanding of safeguarding and children's safety is the highest priority. Robust vetting procedures for household members are in place. Comprehensive risk assessments cover all aspects of the premises and outings. Parents report being fully involved with the organisation of outings outside the childminder's house. They are in full agreement with the activities experienced by their children. Resources are exceptionally well organised to support children's learning through play in a safe environment. Policies to safeguard children, embedded fully into practice, help to ensure children feel safe. Parents report that access to the premises is very secure. The childminder works very well with parents and outside agencies to address the learning and welfare needs of children.

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	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. 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	EY225798
Local authority	Poole
Inspection number	898970
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	23/03/2009
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 that are usually their 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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