

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 monitors all aspects of practice extremely well and constantly strives for excellence. Children make outstanding progress as a result of his exceptional practice.
- The childminder is highly skilled and sensitive in helping children form secure emotional attachments. Children show high levels of confidence in social situations.
- There is a strong base for children's developing independence and exploration. High-quality supervision is provided, therefore children's behaviour is excellent.
- The childminder values children's contributions highly and uses them to inform and shape the direction of discussions. He effectively encourages children to express opinions and successfully introduces vocabulary to enable children to talk about their observations and to ask questions.
- The childminder quickly develops strong and trusting relationships with parents, which helps to ensure children's needs are met exceptionally well.

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 has been registered since 2006. He lives with his wife and daughter in Poole, Dorset. His wife is also his co-childminder. They have joint responsibility for the childminding practice. They use the whole of the property 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 part of the Childcare Register. He 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 collects them from local schools. He 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:

- provide children with more opportunities to learn about words, shapes and numerals outside.

Inspection judgements

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

The childminder has very high expectations of the children. He is very good at ensuring children have time and freedom to become deeply involved in activities. He provides rich, varied and imaginative experiences for children and they make excellent progress in their learning. This is because he monitors the assessments he makes and uses the information he gains about children's learning and development to work very closely with parents and secure outside professional help when needed. The childminder helps all children make rapid improvement in their learning from their starting points and any gaps close rapidly. The childminder skilfully extends children's experiences and expands their imagination effectively in role-play, such as being a doctor. They excitedly use a box of toy medical equipment and when teddy falls off the chair, he quickly becomes part of their game. Young children excitedly call the doctor on the toy mobile phone. The childminder provides an excellent variety of role-play resources. Children needing additional emotional support thrive as they act out familiar, predictable routines in the role-play kitchen, preparing meals for dolls and teddy bears. The childminder is highly effective at resolving disagreements and children feel very safe because they see that things are fair. The childminder is extremely good at encouraging children to use stories in their play. He motivates children to tell stories with him, using puppets and other resources, and this becomes part of a highly productive energetic game where children excitedly beat the drum rhythmically as the crocodile puppet moves through the undergrowth.

Children work collaboratively with highly effective help from the childminder. They very

enthusiastically persist for sustained periods to build a railway line. They are proud of what they achieve but do not get upset when other children rearrange what they make. Young children enjoy the challenge to tidy away, matching simple shapes and patterns on pictures secured to storage boxes. Older children talk about shapes as they persist in completing an extensive collection of age appropriate puzzles. There is an excellent range of number resources and the childminder enthusiastically helps children seek out challenge. Children show an excellent 'can do' attitude because the childminder talks to them very encouragingly about how they get better at things through practice. He very successfully helps young children count beyond 15 as they take turns to bang single beats on a drum. Children excitedly move rhythmically to the beats as they wait for their turn. The childminder impressively helps young children thread different beads onto a string. Children find the manipulation of buttons difficult but he helps them to find ways to solve problems. Children persist for a notable amount of time. They talk enthusiastically about what they make. The childminder skilfully stimulates their interest in the activity as they drape different sized necklaces, from the dressing up box, around their necks.

The childminder nurtures children's curiosity, noticing what each child naturally enjoys doing and encouraging them to play, explore and be active as they are highly involved in the broad range of exciting and well-resourced activities. Parents report how they feel extremely well involved with their children's learning and development. Parents report children prepare exceptionally well for school or the next steps in their learning.

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

All children behave very well as the childminder uses very good strategies to encourage children's good behaviour. The childminder is an excellent role model. Relationships are extremely strong at all levels. He is highly skilled and sensitive in helping children form secure emotional attachments. Children have an exceptionally strong basis with the childminder to play and explore independently. The older children use musical instruments to stage a concert for the younger children who sit confidently as their audience. As the older children repeat the performance, the younger children join in and dance to the rhythms made. The childminder highly skilfully supports children's responses by clapping and by praising their positive behaviour. The childminder motivates children to try new activities and say why they like some activities more. They impressively say when they need help, and older children nurture the younger children to try things too. Older children notably report that they help assess the risks which may arise for them. They enthusiastically help to prepare the outdoor play area for the younger children. Children develop an excellent understanding of how to manage risks and challenges relative to their age.

The childminder impressively prepares the learning environment to motivate children and to ensure their safety. Outside the play surface enables very young children to explore and move around without harm. The childminder efficiently ensures the safe management of his child-minding service. The indoor and outdoor space and resources are extremely motivating for children and help them to make excellent progress overall, although there are relatively fewer opportunities for older children to learn about words, shapes and

numerals outside. The childminder gives extremely high priority to helping children to learn and develop well and to keep healthy. Children learn about and make healthy food choices through excellent discussions at mealtimes. Parents report how their children love to come to the childminder because he plans innovative opportunities for children to be active outdoors. There are abundant opportunities for interesting outings where their children interact energetically with new environments. Parents explain how these opportunities provide novel ways for their children to experience educational programmes. 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. Children impressively prepare for their next steps in their learning. For example, young children put on their own coats and feed themselves enthusiastically with appropriate utensils. The childminder effectively encourages children to have confidence in their own ability. For example, a low-level soap dispenser and paper towel holder highly efficiently encourages them to manage their own personal needs. They very confidently explain they wash away germs. He provides very good support to prepare them for their transitions to pre-school and school.

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

The childminder has a highly impressive understanding of his responsibilities in meeting the learning and development requirements. His drive to improve achievement is highly impressive. Parents report the integrated software made available to them on their computer has improved their ability to access their children's learning records. Partnership with parents is highly effective because parents share their views and children's learning experiences easily. The childminder monitors the educational programmes, including how well they are meeting the needs of all children, exceptionally well. The childminder has completed a self-evaluation form, which clearly states aims and objectives. He works diligently on ways of giving parents better access to information about their children's learning. They now access this daily using their computer. He takes into account parents' and outside agencies' views to help him evaluate how effective his practice and to identify key priorities for further improvement. The childminder has been highly productive in undertaking training for a sustained period. He helps to highlight training requirements for other childminders. They inform him of their hope for training to support an area of interest and he collates this to inform trainers.

The childminder has an excellent understanding of his responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. He has a very clear understanding of the importance of working in partnerships with parents and external agencies. He meticulously ensures he secures appropriate interventions for children who may need additional support so they make rapid progress relative to their starting points. The childminder provides high quality supervision. Robust vetting procedures for household members are in place. Comprehensive risk assessments cover all aspects of the premises and outings and the childminder makes sure the premises are safe for the children to play in. Parents report how there is highly effective monitoring of access to the premises, and the outdoor play area is very secure. All

children benefit from high levels of care because the childminder helps to ensure they feel safe, achieve well and are fully included in activities. Policies and procedures are very effective and have been up-dated to reflect the changes in the statutory framework.

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	EY342512
Local authority	Poole
Inspection number	898972
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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