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| <b>Inspection date</b>   | 12/01/2015 |
| Previous inspection date | 26/08/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|                                                                                        | Previous inspection:    | 2 |
| 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**

- The childminder plans a broad range of activities, both indoors and out, that are adapted well to support children's individual learning needs.
- Children are happy and settled as the childminder understands their individual needs well and provides a welcoming and accessible environment.
- The childminder takes positive steps to provide safe and suitable play environments, while also spending time teaching children how to keep themselves safe.
- Parents are well informed about children's progress and encouraged to be involved in children's learning at home.

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

- The childminder does not provide children with enough books or play opportunities to encourage them to talk about experiences and events in their home lives.

## 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 in the childminder's home and garden.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written feedback from parents and the provider's self-evaluation.

## Inspector

Samantha Powis

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her husband and two children in a cottage on the outskirts of the village of Gittisham, near Honiton. The ground floor of her home is used for childminding which includes a lounge, dining room, kitchen and cloakroom. Children have access to the bathroom and a bedroom on the first floor. There is a garden for outside play. The family keep animals, such as chickens, pheasants, turkeys and dogs, which are housed in outbuildings at the end of the garden. The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. There are two children on roll, both of whom are in the early years age group. The childminder holds a level three qualification in childcare.

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

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

- provide more books and play opportunities to encourage children to talk about their home lives and experiences.

## Inspection judgements

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

Children are happy and have fun with the childminder. They are keen to take part in the broad range of activities she provides for them, both indoors and out. This is because she adapts activities to suit children's individual learning needs and stage of development. For example, during the inspection she provided shape sorters and posting toys for the children. Older children are challenged to identify and match three-dimensional shapes and manipulate them carefully to fit through the holes. Younger children have the simpler task to post letters into a box. This helps children to make progress in their language, physical and mathematical development. The childminder focuses activities on children's interests. For example, there is an emphasis on providing outdoor activities and resources that reflect the rural location in which all children live. However, the childminder does not always provide enough books or play activities to help prepare children well for events that are happening in their own lives, such as the birth of a new baby or a move to pre-school. This means that they do not always have enough opportunities to hear or talk about this new experience to help reassure them fully. The childminder provides good support for children's language development. She models language, talking about what she is doing and asking children questions to encourage them to speak and share what they know. She gives them plenty of time to think and consider their response, showing she values their contribution. She provides electronic toys that repeat words back to children, helping children to gain confidence and increase clarity when speaking. The children show a keen interest in books, frequently selecting these from the book box. They

show a good understanding of how books work, turning the pages and pointing to the objects. They start to engage in problem solving as they join in with songs and rhymes. The childminder makes good use of props to stimulate children's interests. For example, they counted and considered how many more or less ducks they had, when they sang about one swimming away.

The childminder monitors children's progress well. She has a good awareness of their individual learning needs and the progress they make over time. This information helps her to plan and provide appropriate activities that help children develop and build on new and existing skills in all areas. Consequently, children make good progress. The childminder completes summary assessments, including the progress check for two-year-old children when necessary. She shares these with parents, to provide them with detailed information about children's progress so far and the childminder's plans for their next steps. She includes ideas for activities that parents may wish to complete with their children at home. This helps to keep them fully involved in children's learning.

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

Children settle very well in the welcoming home environment. The childminder understands children's individual care needs and routines well. She creates a welcoming environment, using photographs of the children to display on the walls. This makes children feel safe and secure. Children form strong emotional bonds with the childminder and her family. They learn to share and take turns due to the childminder's consistent approach and encouragement. The childminder takes them to group activities, to help build their social skills as they learn to play with other children. This helps prepare them for the next stage in their learning.

The childminder follows good procedures to help ensure children are safe. She completes daily checks on the premises to help identify and address any risks. She uses appropriate equipment, such as stair gates and fireguards to keep younger children safe. The garden is large and rural providing an exciting environment for children to explore. However, the childminder teaches children about boundaries, to ensure she can supervise them well at all times. The childminder teaches children how to avoid hazards that may be present in the natural garden, such as nettles and brambles. This helps children to learn how to keep themselves safe when they play in their own gardens or take part in activities outdoors. The childminder ensures children have appropriate clothing, so that they can take part in physical activities outdoors each day. The childminder teaches children about the importance of following positive hand hygiene routines. This helps them to become increasingly independent in managing their personal care needs.

Children have easy access to a good range of toys. Most of these are stored at a low level and clearly identified through photographs and written labels on the boxes. The childminder provides photo albums of toys that are stored outdoors or in areas not accessible to children. This means children make choices and organise their own play, which promotes their independence.

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

The childminder has a good awareness of the Early Years Foundation Stage requirements for both learning and development and safeguarding and welfare. The childminder is keen to improve the service she provides for children and families. She has addressed the recommendations raised at the last inspection. She seeks feedback from parents and frequently reviews her own practices and procedures to make sure these are meeting children's needs. Since attending training, she has introduced the use of story sacks and song props with the children. This has improved children's interest in books and rhymes, therefore, increasing their language and literacy development. The childminder effectively evaluates and monitors the educational programmes. This helps her to ensure that overall, children have a good balance of learning opportunities that support their individual needs.

The childminder demonstrates a secure understanding of her role with regards to child protection. The childminder is confident in the procedures to follow should she have any concerns about a child's welfare, helping her to keep children safe. The childminder shares all her written policies, including those for safeguarding, with parents and carers. Therefore, they are clear about her role and responsibilities. The childminder's efficient use of documentation helps to protect children's ongoing welfare. For example, the childminder keeps an accurate record of children's attendance and detailed information about any accidents or administered medications.

Parents state they are very happy with the service the childminder offers and that their children are very settled and enjoy a wide range of activities. Parents value the information they receive about children's development and the ideas the childminder gives them for activities at home. The childminder establishes effective links with other early years settings that children also attend. This helps everyone to work together consistently to help children make good progress.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY290221    |
| <b>Local authority</b>             | Devon       |
| <b>Inspection number</b>           | 833769      |
| <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>      | 5           |
| <b>Number of children on roll</b>  | 2           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 26/08/2009  |
| <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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