

Inspection date	24/10/2014
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	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 and outings that support children's individual interests and learning well. This helps them to make secure progress in their learning and development.
- Children choose from a very good range of toys and resources that are easily accessible. This enables them to make their own choices of what they would like to play with.
- The childminder takes sensible precautions in the home and garden to provide a safe environment for children to play safely.
- The childminder has a good partnership with parents to promote a shared approach to children's learning and development.

It is not yet outstanding because

- Children are not always encouraged to use their own ideas and imaginations during some craft activities.
- Children are not always encouraged to develop their independence at meal times.

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 indoors.
- The inspector engaged in conversations with the childminder, her assistant and children at convenient times.
- The inspector sampled relevant documentation, including some policies, procedures, and the risk assessment.
- The inspector looked at children's assessment records.

Inspector

Sally Hall

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and three children in Heathfield, near Bovey Tracey in Devon. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with two assistants. Children have use of the whole property and a garden for outdoor play. The childminder is currently caring for ten children in the early years age group at various times during the week. The childminder holds a level 5 qualification in childcare and education. The family has cats, rabbits and chickens.

What the setting needs to do to improve further

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

- encourage children to use their own ideas and imaginations during craft activities
- enhance children's growing independence at meal times by encouraging them to do things for themselves.

Inspection judgements

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

The childminder works well with her assistants. They plan a broad range of learning opportunities in the home and during outings that support children's early learning and individual interests. The childminder plans a range of craft activities that children enjoy, for them to make things to take home. She and her assistant clearly explain to the children what they are going to make before they start. However, at times, the activity is too adult-led and does not give children the opportunity to use their own ideas and imaginations to promote their creativity and thinking.

The childminder completes observation and assessments on the children as they play. She shares these with parents so they are aware of what their children learn while in her care. The childminder encourages parents to share their child's achievements and progress from home. This helps them to work effectively together to promote children's learning and development. The childminder encourages parents to complete a travelling wish butterfly book to add photographs and record where their child has visited. This enables the childminder to talk to children about recent events and places they visit to extend their learning when with her. The childminder organises her home very well. This gives children plenty of space in which to play and provides an enabling environment for them to learn. For example, the well set up conservatory allows children to enjoy the sand tray to make sand castles, and use chalks and the blackboard to help them to develop their early

writing skills.

Children play well alongside their friends, using their imaginations well. They involved the childminder in their pretend play as they cooked meals, asking her what she wanted to eat. They accessed a good range of resources to extend their role play, saying 'the shop is closed tonight, we are builders and have lots of work to do'. The childminder actively engages with the children as they play, encouraging their early language and counting skills. She sat alongside the younger children as they completed puzzles and played with shape sorters, helping them to learn problem solving.

Children enjoy singing rhymes and action songs. The younger children are keen to see how things work as they explore with technology toys. Children enjoy cooking activities making pizzas, bread and cakes. The childminder uses these opportunities to teach children about healthy lifestyles. Children have outings to places of interest to help them learn about their local community and the wider world. The children confidently choose books to look at. This helps develop their early interest in reading and they enjoy listening to stories.

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

Children are very happy and settled, demonstrating a good relationship with the childminder and her assistant. The childminder reminds children of the house rules and teaches them to share and take turns as they play. This helps children to learn good co-operation skills and to play well together. The childminder gives children consistent praise and encouragement as they play. This helps to build their good self-esteem.

The childminder promotes children's health and safety well and maintains very good hygiene in the home and with the children. She teaches children to be confident in their own self-care from a young age. They are familiar with the routines of washing their hands before meals. The childminder respects parents' wishes and is flexible to supply meals on request. The childminder uses meal times well to promote children's good social skills and manners. However, she does not encourage them to learn to be independent during these times, for example by serving themselves and pouring their own drinks. Children have fresh air each day and enjoy visits to the park, which allows them to be physically active. The childminder uses outings as an opportunity to teach children how to be safe and to learn about road safety when out walking.

The childminder liaises well with parents to meet children's individual routines. She is vigilant in checking children when they are sleeping and recording this to share with parents. This gives parents reassurance that their children are safe when they are sleeping. The childminder prepares children well for starting pre-school and school. She teaches them to be confident to express themselves, and encourages them to share how they are feeling and what they would like to do.

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She has completed a range of courses to extend her knowledge of how children learn through play. This means she is able to offer broad and balanced educational programmes that meet children's individual learning needs. Therefore, overall, children make good progress in their learning and development. The childminder completes daily checks of her home prior to children's arrival to provide a safe environment. She undertakes risk assessments for the home and outings that she reviews regularly. This allows her to adapt her home to meet children's changing needs. The childminder supervises the children at all times to ensure they are safe. She has completed safeguarding training and is clear of the procedure to follow in the event of a child protection concern. This supports her well to protect children's safety and welfare.

The childminder has a very good partnership with parents. She keeps them well informed through daily discussions and an informative daily diary about their child's day. The childminder works closely with parents to ensure she securely meets children's individual medical and dietary needs. The childminder has developed a successful partnership with other early years settings children attend. This helps to promote consistency of care and to pass messages on to parents. The childminder has received positive feedback from parents, who value the care she provides.

The childminder has comprehensive policies and procedures in place to share with parents so they are clear of her practices. She is very pro-active in evaluating her practice through self-evaluation to improve outcomes for children. She successfully monitors children's progress by evaluating her observations and assessments. This allows her to identify areas that she needs to give more emphasis to promote children's continued good progress. For example, during a recent review she identified that she needs to provide more opportunities to help children with their early mathematics as they play. This shows the childminder is able to target areas to address accurately, and therefore, improve children's learning experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY294415
Local authority	Devon
Inspection number	833881
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	10
Name of provider	
Date of previous inspection	28/04/2009
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, 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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