

Inspection date	16/07/2014
Previous inspection date	14/07/2010

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder develops exceptionally warm relationships with children so that they are secure and confident in her home.
- The skilful interactions the childminder has with children and the individual attention that she gives them supports their developing communication and social skills very well.
- The childminder makes very good use of local facilities, taking children on outings to parks and woods, where they learn about the world around them and develop their physical skills.

It is not yet good because

- Safety of children at the childminder's temporary home is compromised because the childminder has not fitted appropriate fire detection and control equipment.
- Lapses in organisation and documentation mean that the childminder is unable to produce evidence of her current public liability insurance.

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.
- The inspector sampled documentation regarding planning and children's progress.
- The inspector checked documents relating to the suitability and qualifications of the childminder.
- The inspector had discussions with the childminder.
- The inspector checked documentation regarding welfare requirements including accident and incident records.

Inspector

Lynne Bowden

Full report

Information about the setting

The childminder registered in 2006. She lives with her two children, who attend primary school, in a cottage in the village of Milton Abbot, near Tavistock, Devon. The childminding takes place on the ground floor of the house. There is a small garden available for supervised outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age range on roll. The childminder regularly takes and collects children from the local school. She uses the local amenities, woods and parks for additional learning experiences. She receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- fit appropriate fire detection and control equipment
- ensure that appropriate public liability insurance is in place.

Inspection judgements

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

The quality of the educational programme is good. The childminder gets to know children very well. She uses information from parents and her own observations to establish children's starting points and provide activities and experiences to support and promote their next steps and progress. The childminder is aware of the need to produce progress summaries for children aged two years. She shares information about children's achievements with parents daily in informal discussions and in children's observation records, which parents are able to contribute to. With consent from parents, the childminder shares information with staff at the local school to provide continuity of care and learning.

The childminder makes full use of local amenities, taking children on regular outings to local parks, play areas and woods. These outings enable children to develop their physical skills and learn about the environment. The one to one attention that the childminder gives young children enables her to be highly responsive to their needs. She constantly encourages babies' attempts to verbally communicate, warmly responding to their smiles and gestures. The childminder takes note of children's growing vocabulary and encourages babies to speak by modelling words back for them. These interactions support and promote their communication and language skills. The childminder notes children's interest in mastering physical skills, such as clapping. She models the action, encouraging

and praising them as they master the skill. Children are evidently pleased and show pride in their successes, which gives them motivation and confidence in attempting future challenges.

The warm relationships children have with the childminder enable them to be confident enough to initiate games of peek-a-boo. This demonstrates children's self assurance and growing awareness of the need to take turns in both games and conversations. The childminder provides and encourages children to explore and experiment with a variety of toys, which help them develop their manipulative skills. They also begin to learn about cause and effect, when pressing some buttons causes music to play. This in turn enables children to express themselves as they smile broadly and begin to dance and move in time to the music. The childminder skilfully develops their interest in sounds as she shows young children the effect of tapping on a tambourine. As they copy her actions and she praises them, children applaud themselves and smile with pride. The childminder encourages children to reach for toys and instruments that interest them by raising children's awareness of them and placing them just beyond their easy reach. This encourages children's balance and core strength as they stretch and lean to grasp things. These abilities give children the basis that they need for their future mobility.

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

The childminder develops warm, caring and strong relationships with children. These enable children to grow in confidence and feel secure enough to explore their environment when in the childminder's care. The childminder's knowledge of individual children enables her to meet their needs well and provide continuity of care. Children benefit from their access to fresh air and opportunities to develop their physical skills, because the childminder makes good use of local facilities and parks. This helps to promote their awareness of a healthy lifestyle and of their environment. Children behave well in the childminder's care. This is because she constantly explains what she is doing and why, so that children know what to expect and what she expects of them. Her provision of a range of suitable toys and resources also keeps children constructively occupied and supports positive behaviour.

The childminder's risk assessments show how she keeps children safe on outings, making checks on other venues and using appropriate car seats when transporting children in her car. She learns from incidents and on identifying a hazard she takes appropriate steps to address it. However, because there is no fire detection equipment fitted in her temporary home this limits her in taking swift action in the event of a fire. This is a breach of requirements.

The childminder stores meals provided by parents safely and appropriately. She serves foods attractively and young children show their familiarity with routine, clearing the table of their toys in anticipation of their lunch, when they see the childminder approach holding bowls of lunch. The childminder uses mealtimes to encourage babies growing independence by handing them spoons to hold as she feeds them. Children begin to learn about effective hygiene routines as they observe the childminder washing her hands at

appropriate times. The childminder fosters children's developing communication skills, self confidence and independence, which equips them with the skills that they need for their future development and learning.

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

The childminder is aware of her responsibilities in meeting the requirements of the Early Years Foundation Stage. However, recent changes in her personal circumstances have led to lapses in her organisation and documentation. This has resulted in her being unable to produce evidence of her current public liability insurance, which is a breach of requirements.

The childminder's risk assessments show how she keeps children safe on outings, but she has not taken appropriate steps to protect children from risk of fire in her current premises. Her knowledge and understanding of child protection issues is good, along with her awareness of the signs and symptoms of child abuse. The childminder's safeguarding policies, detail the procedures to follow and include relevant, current contact numbers. The childminder meets all other welfare requirements. Her policies and procedures are available. The childminder and parents regularly share information about children's activities, progress and routines to support continuity of care. The childminder keeps appropriate records of any health issues and any accidents. These records show that she treats any injuries appropriately and keeps parents fully informed about any accidents or incident.

The childminder has a secure understanding of her responsibilities to meet the learning and development requirements. She uses her knowledge of children's development to assess children's progress, identify their next steps and provide activities to promote children's progress and learning. She has effective links with the local school; this enables them to share relevant information. Consequently, the childminder is able to provide children with consistent learning and care experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any risks in relation to fire detection equipment (Compulsory part of the Childcare Register)

- ensure that insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss is in place (Compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks in relation to fire detection equipment (Voluntary part of the Childcare Register)
- ensure that insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss is in place (Voluntary part of the Childcare Register).

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

Unique reference number	EY342383
Local authority	Devon
Inspection number	979616
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	14/07/2010
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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