

Inspection date

Previous inspection date

11/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are relaxed and secure in the childminder's care. As a result, they have developed a strong bond with her and are confident and content in her care.
- The childminder effectively promotes children's communication and language skills, encouraging and helping children to develop their speech.
- The childminder uses her experience and knowledge to provide a good range of activities to challenge children and promote their individual learning and development.
- The childminder extends children's play very well by providing activities that fully engage individual children.

It is not yet outstanding because

- The childminder does not fully gather information about children's starting points or their current stages of development at home. This reduces opportunities for parents to be fully involved in their children's learning and development.
- Although fire evacuations are practised, not all children have had the opportunity to be included to develop their awareness of what to do in an emergency.

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 conducted observations in the dining room, lounge and kitchen areas as children and the childminder played.
 - The inspector viewed areas children have access to.
- The inspector sampled a range of documentation including policies, the
- childminder's observation records of children's learning and development and other records.

Inspector

Sara Frost

Full Report

Information about the setting

The childminder registered in 2012. She lives with her adult son in the village of Buckland Monachorum, near Yelverton, in Devon. The whole of the childminder's home is used for childminding apart from her son's bedroom. Children also have access to an enclosed garden for outdoor play. The childminder has a pet cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range and also provides care for older children. The childminder provides care from 7.30am until 8.15pm

each weekday. She provides care all year round, apart from bank holidays and family holidays agreed in advance.

What the setting needs to do to improve further

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

- strengthen partnerships with parents to fully identify children's starting points and support planning, learning and development opportunities
- enable all children to practise fire evacuations so they are familiar with the emergency processes.

Inspection judgements

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

The childminder uses her experience and knowledge of child development effectively to promote children's learning. As a result, given their age and stage of development, children make good progress towards the early learning goals. The childminder plans and organises activities, which cover all areas of learning and meet the children's needs. She uses her observations and the Development Matters in the Early Years Foundation Stage guidance to make sure the activities are suitable for each child's stages of learning and development. The childminder obtains information from parents about their child when they first start, although these details are mainly about individual children's care routines. This reduces opportunities for parents to contribute to children's starting points in relation to their initial abilities and interests. However, the childminder quickly identifies children's learning needs through her observations. She then plans relevant activities to move them forward in their learning from the start.

The childminder's planned activities are well organised and capture the children's interest. The childminder successfully engages children and skilfully provides appropriate challenges to extend their learning. For example, while using various recycled materials for modelling, children become fully engrossed in making a 'sea monster diver'. She asks them lots of questions, giving them time to think before they answer. This encourages children to develop their imaginations and increase their communication skills. For instance, children enjoy creating a pirate telescope, which develops into the construction of a pirate's boat. The childminder then suggests children might like to see if it will float. Children recognise their boat is too big to fit in the bowl provided and problem solve by discussing how to make it fit. These activities also help to promote children's mathematical

skills effectively. The childminder provides additional resources, challenging the children to explore different objects that sink or float. This develops children's awareness of cause and effect as they use various weighted items. As a result, children are interested in the challenging activities and are consistently engaged in a good balance of adult-organised and child-led play.

The childminder effectively promotes children's personal, social and emotional development as she provides continuous praise and encouragement. The childminder uses good techniques to promote children's coordination and small muscle movements, for example, by teaching them how to hold a pencil, or cut with scissors. The experiences provided help children develop a good range of skills to prepare them for their future learning.

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

Children are secure and confident in the childminder's care. She introduces visitors to the children and as a result they confidently chat with the adults in her home. In a relatively short period, children have formed a strong bond with the childminder. They relish the individual attention she provides, demonstrating how they feel safe and secure in the childminder's care. Children can freely choose from a good range of resources and rooms are well organised to allow children to easily move around and seek items to play with. This allows children to make their own choices in play and develops their independence. The childminder is responsive and sensitive to children's needs. For example, when children's communication is not clear, she explains that her ears are not working properly and asks them to repeat what they said again. Her effective approach helps to promote children's confidence and self-esteem. The childminder effectively encourages children to take turns and share toys, which results in children developing positive behaviours and learning to cooperate with others. Children learn to respect and value diversity. They consider the needs of others, for example, through playing with toys that positively reflect people's differences. The childminder enables children to engage in activities relating to celebrations such as Christmas, and Shrove Tuesday, which helps them develop a good understanding of the world. Children learn effectively about keeping themselves safe. For example, the childminder teaches them about road safety and holding her hand while out walking. Since commencing childminding, the childminder has developed an emergency evacuation plan and has practised the procedure with some of the children. However, not all children have been involved, which means they are not familiar with what to do should an emergency occur in the home.

Parents provide packed lunches, which the children eat at pre-school with their friends before the childminder collects them. The childminder provides additional drinks and healthy snacks during the day. She makes sure children enjoy plenty of fresh air and exercise, as part of a healthy lifestyle. They walk to and from school and pre-school, and are regular visitors to local facilities. These regular visits help children to become familiar with people and places, which helps to prepare them for future transitions, for example, to school. Children are encouraged to use the bathroom independently, and all children know why and when they need to wash their hands. Children have their own separate towels for

hand drying. This good practice helps prevent germs from spreading and teaches children good hygiene routines for later life.

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

The childminder uses her wealth of knowledge, gained through working in childcare, as a good basis for her childminding practices. As a result, she is organised and has developed a range of policies and procedures, which underpin her practice. The childminder evaluates the fire drills conducted with the children to aid smoother and safer evacuations. For example, the childminder now makes sure she has parent contact numbers readily accessible in the event of such an emergency. The childminder conducts risk assessments within her home and for outings, to help ensure the environment is safe and suitable and meets the needs of the children attending. This includes any changes to her home, for example, identifying and minimising risks to children after putting up Christmas decorations.

Since registration, the childminder has attended courses to improve her practice, such as those relating to the revised Early Years Foundation Stage requirements. She has also attended a safeguarding course. As a result, the childminder demonstrates good knowledge of her responsibilities should she have a concern about a child in her care. The childminder has begun to reflect on her practice, highlighting strengths and areas for future development. These include improving her garden to enable children to safely play and further benefit from exploring the outdoor environment. She has made a good start to her childminding practice but has yet to fully incorporate parents' contributions to help her improve the service she provides for their children.

The childminder promotes children's learning and development needs well overall. She observes children and assesses their progress to plan activities to help them make good progress. She shares information with parents, which provides her with clear information of home routines. Therefore, she is able her to continue these practices while the children are in her care. This aids consistency and helps ensure she continues to meet the needs of the children in her care. In addition, by working at the local pre-school the childminder already has the opportunity to observe children in her care in an alternative setting. She also has established links with other early years settings in her area. As a result, she effectively works with other early years professionals to meet children's individual needs and maintain consistency in their care and learning.

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	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	EY447387
Local authority	Devon

Inspection number	802347
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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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