

Inspection date	16/05/2014
Previous inspection date	11/02/2013

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 helps children to progress well in their learning and development.
- The childminder forms good relationships with children and their family.
- The childminder provides a wide range of activities, suitable for all children in the early years age range.
- Children's needs are supported well, which helps them to enjoy and achieve in activities.

It is not yet outstanding because

- The childminder does not always provide up-to-date information for parents in the policy and procedure documentation.

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 the childminder engaged in play activities with a child.
- The inspector sought the views of parents through discussion and reading comments sent via email.
- The inspector scrutinised documentation relevant to the childminders practice.
- The inspector read through registration documents and children's learning journals.
- The inspector invited the childminder to carry out a joint observation of children's play.

Inspector

Tristine Hardwick

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 downstairs of the childminder's home is used for childminding. Children 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 provides care for older children. The childminder provides care from 7.30am until 9am then 1.30pm to 7.30pm each weekday during term time and 7.30am to 7.30pm during school holidays. She provides care all year round, apart from bank holidays and family holidays agreed in advance. The childminder has gained a BA (hons) degree in Childhood Studies.

What the setting needs to do to improve further

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

- review all information for parents, to check that everything is correct and completely up to date.

Inspection judgements

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

The childminder understands children's abilities. This is because she gathers relevant information about children before they attend her setting. She records their likes and dislikes and observes them playing during a settling-in period. She is able to plan activities which children enjoy and which help them to achieve well. Information about children's starting points also helps her to monitor children's progress from the very beginning.

The childminder shares information with parents and other settings. This helps to ensure that all complement each other's approach to children's care and needs. It provides routine, which enables children to feel confident. The childminder shares children's achievements with parents at the end of the day, which keeps them informed of their progress.

The childminder adapts her provision well to meet the needs of all children and understands how to provide support to children according to their age or ability. She has a good range of activities that are appropriate for young children; playdough and puzzles, for example. The childminder encourages children to paint and to make marks with water on a chalk board. This helps children to practise forming shapes, which will help to support writing skills during formal schooling.

The childminder supports children well to develop their language skills. She constantly talks to the children and allows time for them to reply. This encourages children to process what she is saying and to formulate a response. She introduces new words through play activities, to broaden children's vocabulary. For example, during a corn flour and water activity, she describes how the mixture, 'driols and dribbles through her hands'. She encourages children to touch it by asking, 'What does it feel like?' The children copy and repeat 'dribbling and drooling'. This helps the children to concentrate well and become more deeply involved in their learning.

The childminder teaches children to explore and investigate their surroundings. She plays with the children and follows their lead. For example, when children show interest in a new game, the childminder teaches them how to play it. She skilfully supports the children to achieve the aim and praises their efforts. This helps children develop a sense of achievement and motivates them to engage in further learning

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

The childminder forms good bonds with the children she cares for. The security helps children to develop and progress well. The childminder provides activities that children enjoy and she joins in with their play. For example, when children become excited as they blow bubbles, she shares their enjoyment, and children take added delight in her friendly company.

The childminder provides children with a healthy balanced diet, which includes a combination of fresh fruit, vegetables and hot meals. She prepares these daily, taking account of any specific dietary needs and allergies. She allows children to choose from a variety of healthy snack options, such as raisins or fruit, and there is water to drink throughout the day, to keep them hydrated.

The childminder promotes children's physical development well. They walk home together after nursery and play in the secure garden area. They often visit local parks and streams where older and younger children can enjoy the fresh air, explore a variety of surroundings, and develop their muscles through exercise.

The childminder teaches children to keep healthy and is a good role model. She demonstrates good hygiene practice by washing her hands after wiping noses or changing nappies. Children copy her behaviour and they learn to manage their own needs. They independently wash their hands after messy play and before snack times, for example. This develops self-help skills and confidence, so that children settle quickly in formal schooling.

The childminder understands how to manage children's behaviour positively. She uses distraction and quiet reassurance. She listens well to children and is respectful. This teaches children to deal with challenging situations positively. For example, when a child becomes upset because they have spilt water, the childminder reassures them and quickly

clears it up without fuss.

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

The childminder understands her mandatory responsibilities. She has a good understanding of dealing with child protection concerns. She can confidently identify signs and symptoms of abuse and has strategies in place to record any causes for concern about a child's welfare. She maintains a relevant list of organisations to contact in such circumstances.

She is aware of how to help children who injure themselves as she has a current paediatric first-aid certificate.

The childminder is dedicated to her practice and enjoys her job. She identifies areas for improvement and attends training to help support these areas. For example, a recent managing behaviour course has helped her to deal more effectively with challenging behaviour. She has recently achieved a degree level qualification in childhood studies, which has helped to develop her confidence and understanding of children's development.

The childminder continually develops her practice. She records information relevant to children's progress and understands how to help them achieve their potential. She keeps policies and procedures, which help her follow statutory requirements, and maintains effective systems to help to protect children. However, the information held within these documents is not always concise and a few telephone numbers are out of date.

The childminder informs parents about her practice through verbal exchanges and policies. This helps to develop strong relationships with them and their children. Having a strong relationship with parents helps to encourage a mutual exchange of information which helps to ensure the children's needs are fully supported, both at home and in the childminder's care. The childminder has a notice board to display her policies and procedures, and other relevant information for parents. A current Ofsted information poster shows them the helpline number.

Parents praise the childminder's provision. They say that she, 'endeavours to provide the children with stimulating learning opportunities' and that she provides a nutritious and balanced diet. They comment, 'My children love her and are always excited to go to her house.'

The childminder receives support from external agencies and is a member of the Devon Childminding Association.

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. 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	EY447387
Local authority	Devon
Inspection number	966591
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11/02/2013
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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