

Inspection date	21/10/2014
Previous inspection date	08/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Good planning of activities, specifically to follow children's interests, ensures they receive challenge that motivates them as they play. The effective teaching techniques support children well to make good progress across all areas of learning.
- The childminder is vigilant about safeguarding children and promoting their safety. She has robust procedures in place to keep children safe and provides a secure environment for them to explore.
- The childminder and her assistant are dedicated, experienced and caring. They have strong relationships with children, meaning children are happy and settled. This securely supports their emotional needs.
- There are effective partnerships between the childminder and parents. The childminder has a good understanding of children's individual needs and keeps parents well informed about their child's ongoing developmental progress.

It is not yet outstanding because

- The childminder does not always support children to explore heuristic and sensory resources in more depth.

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 interactions between the childminder and children inside and in the garden.
- The inspector spoke to the childminder and her assistant at appropriate times throughout the inspection.
- The inspector sampled documentation including policies, qualification certificates, and children's learning information.
- The inspector reviewed written comments from parents left for the inspection.
- The inspector took account of the childminder's self-evaluation.

Inspector

Katherine Lamb

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three adult children in Clyst St. Mary, Exeter, in Devon. Childminding mainly takes place on the ground floor. There are sleep/rest facilities on the first floor. There is a large garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with a co-childminder and assistant at her premises. There are currently 22 children on roll. The family has two dogs and two cats.

What the setting needs to do to improve further

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

- provide a wider range of heuristic and sensory resources for children to explore in more depth.

Inspection judgements

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

Children make good progress in their learning and development because of the childminder's effective teaching. She has a secure understanding of children's preferences and their individual interests. The childminder adapts planning to meet their individual interests and needs. As a result, children are keen to learn. The childminder uses her observations of children at play to identify the next steps in their learning. Consequently, she has a good knowledge of the progress they make. This means children continue to acquire new skills and make good progress in readiness for school. The childminder provides parents with a summary of the progress check for two-year-old children. This helps to identify any additional support to meet children's individual needs so they reach their full potential. Parents are encouraged to share ongoing information about what their children are learning at home. Parents share wow moments and children's achievements from home with the childminder. As a result, the childminder has a good overview of their progress to develop her plans for their future learning.

Children confidently make choices in their play and take the initiative in seeking out their favourite toys. Resources are well organised, with the majority of toys stored within easy reach. This invites children to use them freely, and as a result, they develop good independence skills. Children access books, which helps them to develop an appreciation and understanding of books and print. Children make good progress in their language development because the childminder constantly engages them in conversation and plays alongside them, asking open questions. For example, when children are engrossed in a story, she asked, 'what do you think will happen next' The childminder listens to the

children's answers, extending on what they say, which develops their communication skills. The childminder supports children to explore and learn. She shows younger children how to use blocks to build towers and then sits back, allowing them to copy what she has done.

Children take part in group activities. The childminder works with her assistant and co-minder to support all children to take part. The childminder encouraged younger children to explore the leaves and twigs they collected on a walk. They could make a collage or explore the texture and feeling of the collected items. The childminder recognised the children used the activity to explore using their senses rather than to make pictures. However, she did not extend this further by providing a wider range of different resources and materials. This meant children did not engage for longer periods and lost interest relatively quickly. Children have great fun when they play outdoors. They talk to each other about what they are doing, showing positive social and physical skills. All the learning opportunities the childminder provides, enables children to acquire the skills and capacity to develop effectively through their play and to be ready for school.

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

Children clearly enjoy their time with the childminder and her assistant. Prior to starting, the childminder organises gradual visits for each child that suits the needs of individual families. This enables the childminder to talk at length with parents and to gather valuable information regarding home routines and the unique character of the child. The childminder uses this to plan appropriately to meet children's individual needs and interests, while respecting routines from home. This continuity helps children to settle well. Warm and secure relationships are successfully established. Young children seek reassurance from the childminder and her assistant, for example, when visitors are present and when they feel tired. The childminder sets out resources attractively and takes into consideration the children's age and stage of development, labelling the boxes of toys with photographs. This effectively encourages young children to explore and investigate, and make independent choices in their play. Furthermore, it is highly effective in supporting children who are not yet confident to express verbally what they want to play with, therefore building their confidence and self-esteem.

The childminder uses the space within her home effectively to support children's learning and development. For example, for parts of the day, children move freely between indoors and outside. The childminder provides many opportunities for children to gain self-help skills to prepare them for the move to pre-school or school. She encourages them take responsibility of their own care needs by using the bathroom and washing their hands independently. Children have their own hand towels, which helps minimise the risk of cross-infection. Children behave well because the childminder is a good role model, treating them with kindness and respect. Gentle reminders during play help children understand about being kind to each other and taking turns. This approach helps children develop valuable social skills for future learning.

The childminder promotes children's health and well-being well. She takes the children out

frequently for walks. In the garden, young children play on small slides. This supports their physical development and enables them to learn how to take safe risks. The childminder creates a sociable and relaxed atmosphere at mealtimes, and children enjoy fruit and packed lunches together. The childminder take children to a pre-school and events, such as sports day and the nativity, to help increase children's confidence in social situations. The childminder is vigilant about children's safety and supervises them well at all times. This means children can play in safe environment. The childminder promotes children's knowledge about their personal safety. She encourages them to tidy away toys so they do not trip and fall, and involves them in regular evacuation drills so they are aware of procedures to follow in an emergency. This positively contributes to children developing an awareness of potential danger so they learn how to keep safe.

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

The childminder is fully aware of her responsibility to keep children safe. Her safeguarding training underpins her good practice and she uses her knowledge to promote children's welfare effectively. The childminder has a well-written child protection policy that she shares with parents. She is clear about the local area procedures and has up-to-date contact numbers, should she need to report any concerns. All adults in the household have had their suitability checked by Ofsted. This helps to support children's safety and welfare. The childminder prioritises children's safety at all times and her home is child-friendly and well organised. She keeps all areas safe and conducts daily risk assessments so she can minimise any potential hazards to children.

The childminder is committed to improving her practice. She tailors her planning to meet the learning needs of individual children, with clear and concise observations, which take account of the next steps in their development. This enables the childminder to close any gaps in children's learning and help them to make consistently good progress. Through careful monitoring and evaluation, the childminder looks at areas for development with her assistant and co-minder. The childminder demonstrates a strong commitment to developing her skills, and is constantly looking for ways to improve her practice to benefit children.

The childminder spends time at the beginning and end of the day exchanging relevant information with parents. This friendly approach promotes an open and easy method of communicating between carers. Parents speak highly of the childminder. They comment positively about how their children enjoy attending and how the childminder has assisted in supporting their development. The childminder regularly shares information about the children's care and learning. As a result, this keeps parents well informed about their child's progress. The childminder has a good range of clearly written policies and procedures in place, which she shares with parents. Partnership working with other early years settings is strong. They communicate well to support children's needs to help them make the best possible progress. This consistent approach helps children to make good progress in readiness for school.

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

Unique reference number	EY466595
Local authority	Devon
Inspection number	981869
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	22
Name of provider	
Date of previous inspection	08/05/2014
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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