

Inspection date

Previous inspection date

17/06/2014

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

- The childminder has good knowledge of the Early Years Foundation Stage, which she uses effectively to provide a wide range of stimulating play opportunities that promote children's learning and development.
- Children are very happy in the care of the childminder because they feel safe, secure and enjoy being with her.
- Children have warm relationships with the childminder and their friends; they develop positive attitudes and are cooperative in play.
- Parents are exceptionally pleased with the service and provide highly complimentary feedback on the childminder's quality of care and teaching.

It is not yet outstanding because

- The childminder is aware that children attend other settings on different days of the week; however, she does not have a robust system in place to share relevant information with providers, to fully promote continuity of care and learning.

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 children in their play activities and at lunchtime.
- The inspector had discussions with the childminder and looked at a sample of children's assessment records.
- The inspector read feedback from parents and the childminder's self-evaluation form.
- The inspector checked safety and suitability of the premises.

Inspector
Julie Wright

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their three children in Ivybridge, Devon. Access to the home is via steps. Children have use of all rooms on the ground floor, and an upstairs bedroom for sleeping purposes. There is an enclosed rear garden for outdoor play. The family has pets including a dog and two cats. The childminder lives within walking distance of local shops, a park and primary school. The childminder offers overnight care for children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently four children on roll; three are in the early years age range.

What the setting needs to do to improve further

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

- develop links with other providers to promote strong partnerships and enhance support to children's learning and development.

Inspection judgements

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

The childminder demonstrates a very good understanding of how children learn through play. She plans interesting activities with clear learning intentions. For example, the childminder takes children to messy play sessions where they experience different sensory play materials and meet other children. These activities help to promote children's skills in their creative and social development. To reinforce and extend learning, the childminder provides similar activities at home. She also takes account of children's interests and involves them in planning. For instance, children like to paint and make things. They are eager to make binoculars so that they can look at the birds in the trees when they go out later. The childminder encourages children to work out what they need for the task and to talk about what they are doing. This shows effective teaching because children make choices, decisions and learn about colours during play. Children enjoy their activities and focus well, so they develop good concentration skills. The childminder engages with children at all times to support and extend play. For example, when children select pieces from a number jigsaw, the childminder prompts children to hold up their fingers to correspond. Children recognise numbers that reflect their age and proudly say, 'I am three'. They learn to count in order and make comparisons, such as in different sizes, weights and measurements. Therefore, children use mathematical language in various situations.

The childminder is aware of the requirement to complete the two-year progress check for children. She uses an online application tool for her observation and assessment

procedures. This secure site enables parental access, so they can see their own child's photographs and stage of progress. Parents contribute to these records with information from home, such as special events and achievements. The childminder has frequent discussions with parents and provides a daily diary, to keep them well informed about their children. To promote shared learning at home, the childminder enables children to borrow books. Children enjoy going to the library with the childminder and this activity supports their literacy development. Children also develop a sense of responsibility as they learn to look after their books. The childminder effectively promotes children's communication and language development. They often sing spontaneous songs together during activities. For example, children roll thin strips of dough and say they are making worms, which prompts a related nursery rhyme. Children play musical instruments with enthusiasm and take delight as they make the dog sing. They find it great fun as the dog makes different sounds when they blow their recorders. Children currently attend on a part-time basis and for a relatively short time. The childminder is aware that children attend other settings, although she does not have direct links with each provider. She has general discussions with parents about other childcare arrangements. However, there is not a specific procedure in place to work in partnership with key staff, to enable the childminder to fully complement children's learning.

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

The childminder provides a welcoming and stimulating environment for children, so they settle well. Children move around with confidence and make independent decisions. For example, after lunch, they decide to play in the front room and request a favoured activity. The childminder promptly responds and enables children to help. This means that children feel important and valued, so they develop good levels of self-esteem. Children behave well and show an understanding in the needs of others. For instance, they know when it is time for younger children to have a sleep and that they will play together again later. The childminder teaches children good hygiene routines and takes effective steps to protect health. For example, children use individually named hand towels, which prevents the spread of infection. The childminder provides nutritious meals and snacks for children. She discusses children's individual dietary requirements with parents and makes appropriate arrangements to meet needs. Activities for children include planting and growing things, to promote children's understanding of healthy foods. For instance, children learn about sweet corn and melons in the garden and have pepper, basil and tomato pots indoors.

Children benefit from regular outings to a variety of interesting places. They enjoy trips to the zoo, beach, garden centre and going to see the donkeys. The childminder frequently uses her garden so children benefit from fresh air and exercise. Children particularly like bouncing on the trampoline and investigating the outside area. As children play, the childminder takes every opportunity to help them learn. For instance, children like to dress up and put on some sunglasses. In response, the childminder prompts a discussion about the sunny weather. She asks children questions to help them consider what else they might need. They talk about sun cream and hats, so children understand about being safe in the sunshine. The childminder conducts regular fire drills to practise the evacuation

procedure with children. She sets clear boundaries and has a positive approach in managing behaviour. Consequently, children respond promptly to her, which effectively contributes to their safety and well-being. The childminder is very attentive and children form close attachments to her. Children make good progress in their personal social and emotional development.

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

The childminder has relevant experience because she was previously registered. She has updated her childcare policies and procedures to reflect current guidance. The childminder securely meet the regulatory requirements for the Early Years Foundation Stage. Premises are safe because the childminder takes effective steps to minimise the risk of accidents to children. For example, external doors are secure to prevent children from opening them and safety gates restrict children's access to the stairs. The childminder encourages children to be careful as they go up and down stairs, while prompting them to count steps and continue learning. To provide consistent levels of supervision for sleeping children the childminder uses a sound monitor. Information is clearly displayed to reassure parents of safety for children. For example, notice boards include certificates of car and public liability insurance. The childminder has a secure knowledge of the Local Safeguarding Children Board procedures. She has completed appropriate child protection training and has up-to-date information about the referral process. This enables her to protect children's welfare.

The childminder has a very good understanding and awareness of children's individual needs. She has suitable policies and procedures in place to work in partnership with others, should children require additional support. The childminder demonstrates a well-organised approach in her practice. Records and documentation required for childminding arrangements are in efficient order. The childminder has completed a self-evaluation form to assess her effectiveness. She reflects on children's progress and seeks parents' views, to link with her evaluation. Parents' reference letters show that they are delighted with how their children are looked after. They describe the lovely things that children make as gifts, such as for Mothers and Fathers day. The letters include how the childminder provides a 'happy and homely' environment and that children are 'extremely happy and feel loved and cared for.' Parents describe a high-quality service and say that they would not hesitate to recommend the childminder.

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	EY468324
Local authority	Devon
Inspection number	949600
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, 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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