

Inspection date

Previous inspection date

08/10/2012

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 show that they are happy and growing in independence and confidence as they freely explore the home and resources on offer. They frequently seek cuddles from the childminder, showing that close and secure relationships are in place.
- The childminder has a clear understanding of each child's interests and preferences for play. She uses this information imaginatively to help extend children's development so they make good progress in their learning.
- The childminder has a good understanding of how to promote children's health and safety. Comprehensive risk assessments help her to minimise hazards in the home and when on outings so children play and learn safely.
- The childminder demonstrates her commitment and dedication to continually improving her provision. She uses a wide variety of systems to accurately evaluate and monitor her practice.

It is not yet outstanding because

- The childminder does not consistently make good use of children's home language during their play to fully support their language development.

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 observed activities in the home.
- The inspector spoke with the childminder at various times throughout the observations and after children had left.
- The inspector looked at the childminder's self-evaluation forms, training records, planning records, learning journals, progress records, children's records, and a sample of the childminder's policies procedures and welfare documentation.

Inspector

Anne-Marie Moyse

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and one young child in Paignton, South Devon . The childminder lives in a flat, which is accessed by a flight of stairs. The whole of the premises is used for childminding. The childminder uses local parks, play spaces and the beach for outside play and activity. The family have a cat and a house rabbit. The childminder operates every day except for Saturdays, from 7am to 7pm.

The childminder is registered on the Early Years Register, and both the compulsory and

voluntary parts of the Childcare Register. She currently has five children on roll, including three in the early years age range, who attend part-time.

What the setting needs to do to improve further

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

- improve the use of children's home language during their play to support their communication skills, by building on the basic vocabulary held in the child's home language, and using this purposefully in their play and learning.

Inspection judgements

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

The childminder shows that she has a comprehensive understanding of all the Early Years Foundation Stage requirements. Her understanding of the learning and development requirements are very secure. She is skilful at observing and assessing children's current stages of development, interests and preferences. She uses this information very well to plan a broad range of experiences and activities for each child across all the areas of learning. Due to children's irregular and short patterns of attendance there is limited opportunity for a consolidated account of children progress. However, from the initial information gathered from parents and the childminder's own assessments, children are making good progress for their age. The childminder has implemented detailed systems to plan for each child's development with a clear understanding of why she is focusing on a particular area. This systematic approach provides a sound and robust method for continually challenging and supporting children to develop an inquisitive nature and skills for future learning.

Children show how happy and confident they are as they explore the wide range of resources suited to their developmental stages. The childminder uses her knowledge that particular children are fascinated in emptying and filling containers. She has created a variety of boxes with unusual items for children to sort, empty and explore. Boxes of magnetic letters, stones, natural materials such as leaves and sticks provide children with good sensory experiences. The childminder supports children's early communication skills as she commentates on children's actions, naming items and encouraging children to repeat words. She clarifies words so they build their understanding of language and allows children time to make sounds in 'conversation'. The childminder is building on her knowledge of key words from children's home language. However, she does not confidently use these during children's play to fully support their understanding and dual language skills.

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

The childminder's friendly and confident manner provides a warm welcome to everyone. Children settle quickly and show a great fondness for the childminder, even after only a short time of attending. This is because the childminder spends time with the parents on gathering information on each child's routines and preferences and adapts her approach accordingly. Each child is shown how important they are as the childminder pays them high levels of attention and plenty of conversation time. This builds children's self-esteem and emotional well-being. The respectful and polite manner of the childminder provides children with an excellent role model who has clear expectations of their behaviour.

The home is well maintained and organised effectively. Displays of appealing posters, child orientated signs and symbols help children understand about the wider world, such as greetings in other languages. The childminder gives children a good balance of freedom to choose where to play in the flat, accessing a variety of play resources in different areas. This promotes their independence and confidence. A range of safety equipment protects children from hazards, whilst promoting children's developing understanding of how they can keep safe. For example, stair gates prevent children accessing the main stairs, yet children learn to negotiate a small flight of stairs between the lounge and kitchen. On outings, the childminder remains vigilant and explains to children the hazards of the road and what to be aware of when playing in the park. Daily outings contribute to children being active and learning within the local community. Healthy snacks and foods are on offer with children developing their tastes and knowledge of new foods with different textures. Children's care arrangements are consistent with the home, and close communication with the children's wider family promotes a constant supportive environment for each child.

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

The childminder has only recently started her practice but shows a deep commitment to continually improving her provision for children. She has systems in place to evaluate her own practice and she is keen to seek feedback from various sources to help her shape the provision provided. The local authority provides a system for monitoring practice, which she welcomes. This includes a system for moderating the quality of the learning records. She has enrolled in a quality assurance programme, which provides a systematic approach to reviewing all areas of the business. She can clearly identify her own strengths and weaknesses. She then takes appropriate action, such as attending specific training, to fill gaps in her knowledge and understanding. She has identified areas which she feels will enhance her provision, such as offering home visits to meet parents and children in order to develop a secure relationship before minding arrangements commence.

The childminder has a very secure understanding of the safeguarding and welfare requirements and in monitoring children's care and welfare. The childminder keeps parents well informed of the arrangements and they agree the relevant policies and procedures. They have daily written communication books to enable them to share

information and have a record of children's care routines and achievements each day. The well documented and comprehensive learning journals and the use of the Torbay Learning Development Records provide accounts of children's progress. The childminder shares these with parents to show them how their child is developing in a unique and individual way. When required, the childminder understands the importance of sharing these documents with other early years settings and when the children move on to 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	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	EY441605
Local authority	Torbay
Inspection number	789900
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
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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