

Inspection date

Previous inspection date

25/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder helps children settle happily through working closely with parents to identify children's individual interests and care routines
- The childminder builds positive relationships with parents who enjoy regular information about their child's day through sharing a daily diary and discussion when they collect their children.
- The childminder makes her home safe for children to play freely and she takes sensible precautions to enable children to enjoy regular outings in the local community.
- The childminder and children enjoy their time together. She engages positively with each child and encourages their learning through recognising their particular interests.

It is not yet good because

- The childminder has started to observe of children's achievements, however, these are not yet used effectively to ensure that children's progress towards the early learning goals is good.
- The childminder does not yet use self-evaluation to monitor her practice to identify areas for future improvement.

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 the childminder playing with and caring for children in the kitchen, living room and bedroom.
- The inspector spoke to the childminder and the child during the inspection.
- The childminder examined children's learning records, daily diaries and a sample of policies and other records appertaining to minded children.
- The inspector accompanied the childminder and children on their walk to a local pre-school,
- The inspector spoke with one parent during the visit and read written references from others not able to attend.

Inspector

Carol Cox

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and young daughter in Umberleigh, North Devon. All areas of the home are used for childminding purposes, with a living room, kitchen/diner and bathroom used as the main accommodation. There is a

fully enclosed garden available for outside play. The family has two dogs. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age group on roll. The childminder also cares for older children before and after school. She takes and collects children from the local school and pre-school. The childminder is a member of the Devon Childminders Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the system to observe children's achievements and use these to shape learning experiences for each child and to monitor their progress in all areas.

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

- strengthen the system of self-evaluation to monitor and assess the quality of the setting, identify areas for development and plan for future improvements

Inspection judgements

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

The childminder has a sound knowledge of how children learn through play. She has started to refer to the Development Matters guidance when planning activities. Children enjoy a wide range of activities often linked to their own interests. For example, a young child busily mixes flour to demonstrate how she makes cheesy biscuits using different tools. The childminder uses this play to support and promote learning in different areas. For example, the child uses spoons to fill bowls and cutters to make shapes. She learns new words and begins to build sentences by linking words as the childminder talks about the process of mixing ingredients. The childminder describes her actions and she copies new words and humorously points to a cutter and identifies the shape as a 'tummy'. While they wait for the biscuits to cook, she eagerly washes up the utensils, enjoying the warm soapy water and being 'just like mummy'. The childminder explains how she adapts activities to meet the learning needs of children at different ages and stages of development. For example, describing how older children read numbers from the scales when weighing ingredients. Children explore their local environment and enjoy joining in activities at the local pre-school. They visit shops and parks where they have opportunities to observe different people and the changing seasons. They love to visit the mobile library to choose books, which they read while snuggling with the childminder. The childminder

uses books to help children learn new words and describe the pictures. A child copies an alligator and makes a big bite with her hands! Resources show positive images of a range of people and their lives. The childminder knows that valuing home languages is very important to children's language development and self-image and will work with parents to learn key words or signing when appropriate. Children's imagination and creativity is nurtured through well-planned craft activities. They have made trick or treat bags to take around the village on Halloween! Children recreate familiar and domestic scenes in their role-play and happily sing along to favourite songs.

The childminder has begun to record observations of children's achievements. These observations do not yet consistently link to the areas of learning, or show what children need to learn next. This means that it is not easy to track children's progress and planning does not always relate to what individual children need to learn next. The childminder has established helpful relationships with the village pre-school and school and seeks their guidance to promote children's learning when in her care. For example, she uses the same system to help children recognise numerals. She progresses themes such as Halloween in craft activities. These links help build children's confidence when they move on to other settings. The childminder has not yet completed the progress check at age two but has booked onto a course and started to talk to parents about the value of this. Generally, children are beginning to enjoy learning and are inquisitive and curious about the world around them.

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

Children are happy and settled in the childminder's care. She works closely with parents to learn about home care routines and identify each child's likes and interests. One child likes fish so the childminder set up an aquarium that helped her to settle. The fish are very popular with all the children who help feed the fish and children, therefore, develop a sense of belonging. Children learn about the simple routines of the household and begin to contribute by helping tidy away toys. They learn self-care skills due to the praise and encouragement from the childminder. One child helps put on her coat by pushing her arms in her sleeves, another fetches her shoes and checks they are on the right feet. The childminder talks with children about the importance of hygiene and they know they need to wash their hands before eating. The childminder provides healthy and nutritious snacks and drinks. A child chooses fruit and breadsticks and excitedly tries the cheesy biscuits she made earlier. The childminder works with parents to introduce new foods, when their children have particular dietary needs she consults them about how to provide a suitable diet. Children all enjoy regular fresh air and exercise when walking to school or playing in the garden. The childminder helps children learn about safety, talking to them about crossing roads and holding hands. There is an emergency evacuation plan in place that some children have practised, but not all. Children generally behave well and are familiar with the routines and expectations of the setting. The childminder encourages older children to share and take account of the needs of those who are younger or less able. Children use tools and equipment to develop their physical skills when making 'stained glass' Halloween windows. Through their visits within the local community and links with the school and pre-school, children become familiar and confident with other settings,

preparing them for moving on.

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

The childminder has an understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has made risk assessments of all aspects of her practice to help her provide a safe and secure environment for children. The childminder has a sound understanding of safeguarding issues and her responsibilities for child protection. She has a clear knowledge of how to record any existing injuries and the actions she should take should she have concerns about a child. She has policies and procedures in place to help organise her setting and these are shared with parents in writing. The childminder maintains all necessary documentation and records that she shares with parents in writing.

The childminder has only recently started to mind children and has concentrated on settling them in and establishing sensible routines that reflect their care needs. She has made an initial evaluation of her setting that identifies progress and actions she has taken to date. However, she does not yet have a rigorous system in place to identify all areas for development. The childminder is committed to developing her practise and has booked onto to further training courses to further her professional development and improve outcomes for all children. The childminder understands the importance of working in partnership with others who care for minded children. She has started to make links with other local settings. She has established partnerships with parents who express their satisfaction and confidence in the care their children receive. One parent talks about her enjoyment and reassurance she derives from reading her child's daily diary.

The childminder is aware of her responsibility in delivering the learning and development requirements. However, she has not yet focussed fully on where children are in their development in order to plan specifically for what they need to learn next, in order to help them make better progress. Nonetheless, children make sound progress in their learning through easy access to resources and a balanced programme of activities. Overall, children learn basic skills and find an enjoyment in learning which will help them make progress in future settings.

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
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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	EY446189
Local authority	Devon
Inspection number	797884

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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