

Inspection date	28/02/2013
Previous inspection date	21/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 have a strong bond with the childminder. They are confident, secure and settled.
- Children are developing positive friendships with familiar adults and other children, whom they show care and consideration for. This is due to the positive support and encouragement provided by the childminder.
- Children benefit from regular opportunities to be outdoors. They enjoy local walks to feed the ducks, see the trains, local farms and explore the natural environment.
- The childminder's systems help her to effectively address any identified gaps in children's learning.

It is not yet outstanding because

- Assessment systems are currently being developed and do not fully encourage parents to support and share information about their child's learning and development at home.
- Some planned activities for babies to explore and investigate do not always fully engage their curiosity.

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 two main downstairs areas and on an outing.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's self-evaluation document, written policies and procedures, and the children's records.
- The inspector took into account the written feedback from parents.

Inspector

Janet Armstrong

Full Report

Information about the setting

The childminder registered in 1999. She lives with her husband and two teenage children in Axminster, Devon. All areas of the home are available for childminding purposes, with a living room and kitchen/dining room used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed back garden available for outside play. The family has two dogs and a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are

currently three children on roll, all of whom are in the early years age range and attend on a part time basis.

What the setting needs to do to improve further

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

- develop assessment systems further to encourage parents to support and share information about their child's learning and development at home
- provide a variety of interesting things for babies to explore and investigate, such as treasure baskets

Inspection judgements

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

The childminder has a secure knowledge of each child's individual needs and uses this information well to provide activities to promote children's learning and development. She provides learning opportunities that focus on the children's interests and key next steps to help stimulate and help them achieve. This means children have a positive attitude to their learning and enjoy the range of activities available. Assessment systems are in the early stages, but work well to show the children's learning through the activities they engage in. The observations link to the different areas of learning in the Early Years Foundation Stage and show next steps for development. A tracking system enables the childminder to highlight any gaps in the children's learning and take appropriate steps to address them. This helps children to make good progress in their learning and be ready for the next stage of their development. The childminder works well with parents to find out about children's starting points, and share information about the children's care needs, routines, and learning through daily discussion. Parents see their child's learning journal each month and sign to show this. However, parents do not currently share any learning from home or contribute towards the journals. This reduces the element of partnership in the children's learning and development. The childminder is aware of the need to complete the two-year progress check when the need arises.

Children respond positively to the childminder's encouragement and interaction. They are happy, settled and confident learners and enjoy the variety of activities they engage in. They especially enjoy being outdoors. Daily walks to local places of interest mean children are physically active and show good control and coordination of their bodies. They run, walk and skip with confidence along familiar paths to see local farms, trains and to feed

the ducks. They chat happily to the childminder and each other about what they see. They remember recent events and share their thoughts and needs confidently. When indoors, children initiate their own ideas and engage in activities of their choice. Babies study the different building bricks and knock down small towers built by the others. The childminder supports them well in their choices and extends their learning through providing challenges. This helps pre-school age children to build towers, and learn to position toys in sequence. Children enjoy being creative and use their imaginations in their play. Pre-school age children care for their 'baby'. They use resources imaginatively to feed them, clean and change them. Children enjoy using different pens and pencils to draw and colour favourite pictures. However, this activity is less engaging for the youngest children who have fewer resources available to explore and investigate. A baby and pre-school age child enjoy books and understand their use. The childminder supports them well to feel the different textures and use the pictures to tell a story. Babies babble happily and listen with interest. They respond positively as the childminder sings familiar songs and action rhymes. They clap their hands to 'pat-a-cake', nod their heads, and laugh and babble to the rhyme.

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

Children are confident and independent learners in the childminder's comfortable, family orientated home. They enjoy a good range of activities that promote their learning and development well, and move around the home with confidence. Children have a strong bond with the childminder. They enjoy frequent cuddles, encouragement and lots of praise that gives them a strong sense of well being and self-esteem. This helps them to make their own choices in what they play and engage in. Children share their thoughts, ideas and needs with the childminder, confident that she will manage them sensitively. Children develop positive friendships with others due to the active encouragement and support of the childminder. She is a positive role model and supports the children well to share, take turns, and be patient and considerate to the differing needs of those around them. This helps children to show respect and kindness to others.

Children have a positive introduction to being healthy and keeping safe. They enjoy healthy meals provided by the childminder and their parents. They follow positive personal hygiene routines that help to reduce the risk of the spread of germs, for example, washing their hands after stroking the family dogs. They enjoy being physically active. Pre-school age children confidently show off their majorette moves as they dance and move to the music. Babies watches with interest, and clap and bob to the music. Children learn to follow safe practices that keep them safe from potential hazards. On walks, they learn to cross the road safely, and be aware of cars and other dangers. They understand the potential risks of a fire in the home, and what they should do in an emergency. They learn to be gentle and safe with the dogs and to be careful around hot drinks. This helps them to understand the realistic and potential risks around them as they play and adapt their behaviour appropriately.

The effectiveness of the leadership and management of the early years

provision

The childminder has a good understanding and awareness of the learning and development, and welfare requirements of the Early Years Foundation Stage framework. This helps her to support children's safety and well-being and adapt her practices to promote positive outcomes for children. Effective risk assessments of the home, garden and outings support the childminder positively to monitor the areas children use regularly. She takes appropriate action to reduce or remove potential hazards. She provides children with clear messages about expectations that help them to keep themselves safe. The childminder supervises children well in their play, allowing them the space and time to explore and engage in their activities, whilst being close by to support them. She has a secure understanding of safeguarding procedures and the correct child protection procedures to follow should she have a concern about a child in her care. Recorded self-evaluation systems are in the early stages, but show some of the childminder's key strengths and areas to develop. She seeks support and advice from other early years registered providers and uses the internet to keep up to date with changes and good practice. Parents share their views and opinions on the service they receive to help the childminder make any necessary changes. These systems enable the childminder to monitor her effectiveness well to bring about positive changes and improvements to her practice.

The childminder works positively with parents and other professionals involved in the children's lives. She ensures detailed information is shared to support children through the different transitions they experience to help them settle and be confident. She seeks appropriate help and support when needed, to help children achieve in all areas of their learning and development. Parents state their children are happy and well behaved, and they find the childminder to be kind, patient and calm. Parents share their children's starting points to help the childminder provide positive levels of support to help their children settle. They are clear about the childminder's practices through her written policies and procedures. This consistent approach helps to promote the children's sense of well-being.

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	104306
Local authority	Devon
Inspection number	816872
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	21/09/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

