

Inspection date	22/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
		1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder demonstrates exemplary practice; she is highly effective in promoting children's welfare, learning and development.
- The childminder provides a safe, highly stimulating environment for children so they are very happy in her care.
- The childminder has excellent partnerships with parents and provides them with a wealth of information about their children's progress and activities.
- The childminder is rigorous in her self-evaluation procedure and successfully strives to provide consistently high quality care.

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 indoor and outdoor play activities.
- The inspector had discussions with the childminder and read the self-evaluation form.
- The inspector scrutinised children's records of learning and development.
- The inspector selected and discussed specific childcare policies and procedures with the childminder.

Inspector
Julie Wright

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in the Chelston area of Torquay. Access to the house is by a steep drive and a few steps. All rooms are available for childminding purposes and the bathroom is upstairs. The house is within walking distance of shops, schools and parks. There is an enclosed garden for outdoor play and the family keeps chickens. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is available to children on Wednesday, Thursday and Friday throughout the year. There are currently two children on roll, both of whom are in the early years age range. The childminder attends local carer and toddler groups.

What the setting needs to do to improve further

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

- extend the outdoor play activities to enhance the development of children's early reading skills.

Inspection judgements

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

The childminder is enthusiastic and highly effective in her engagement with children. She continuously looks to extend and challenge children's interests and learning during activities. The childminder has excellent awareness of the children's preferences and takes considerable account of this in her planning. As an example, younger children show initial reluctance as they experience jelly in sensory play, but love toy animals. The childminder then sets a number of animals in jelly to promote children's exploratory interest. Children tentatively touch and smell the jelly, then show pleasure as they lift out the toys and mimic animal sounds. The childminder also freezes items in ice blocks, so that children can discover how to retrieve them. They learn the concepts of solid, liquid and melting in this activity. They make accurate aims to break ice with a toy hammer, which shows good hand to eye coordination. The childminder takes every opportunity to interact with children. She asks questions, such as 'What have you found?' and 'Where did we see the penguins?', so that children think and speak as they play. The childminder extends children's vocabulary as she describes things. For instance, she uses different words, such as 'hot' and 'cold', as she talks about temperature. Young children eagerly repeat words and sounds and join in popular songs. They show confidence as they make very good progress in their communication and language development. The childminder has clear

knowledge of the requirement to complete a summary check for children aged two years.

The childminder expertly builds on children's interests. As an example, young children show interest in books and learn to handle them well at an early age. The childminder then takes children to the library on a regular basis where they choose books to take home. She provides a notebook for parents to add their comments about children's responses to stories. The childminder provides further shared learning opportunities with the use of 'resource packs'. Children take home items such as building blocks, which promote mathematical understanding and physical coordination. The childminder clearly identifies children's starting points with parents, to inform initial planning. She compiles learning records for each child, which includes parent contributions. In addition to this, the childminder also provides a daily communication book and maintains regular contact with parents via text and telephone. To the benefit of children and parents, the childminder creates books of children's outings and experiences. These include photographic sequences and brief statements, so that children recall learning. For example, children made an Easter card and then walked to the post box to send it to their house. They compared heights and worked out who could reach to post the letter. The childminder takes children on journeys to experience different forms of transport. For instance, they go on the bus and sing a related nursery rhyme on the way. They stop at the safety crossing and watch a train go by, which they will go on 'next time'. The childminder enhances children's imaginary play by continuously developing resources. For example, children love the toy kitchen so she buys a 'market stall' to complement their role play. Children 'write a shopping list' and go shopping with the childminder. They select produce and self-scan items at the checkout, which promotes further awareness of technology. The childminder prepares children superbly for the next stage in their learning.

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

The childminder is constantly attentive and supportive to children, so they feel very safe in her care. Communication with parents is highly effective, which makes a significant contribution to children's well-being. For example, the childminder has very good awareness of children's individual dietary and health requirements. Children form close attachments and are very happy, comfortable and content. They investigate and explore with keen interest, selecting toys from the wide variety of accessible resources. Young children play with dolls, toy prams and a miniature potty. They pretend to feed 'baby' and show a very good understanding of personal care. For instance, they nurse the doll and say 'Night, night' as they pretend the baby is going to bed. The childminder is innovative in her approach to seeking children's views. She checks that they are happy and asks what they like and dislike using a special chart. Children are asked a simple question and then circle a smiley, ok or sad face, to show their preferences. The childminder also provides a camera for children, so they can take a photograph of something they like or are not sure about. She keeps a book of these pictures, which helps children to see that they sometimes like different things. Due to the childminder's skilful approach, children feel highly valued and develop excellent levels of self-esteem.

The childminder nurtures children and quickly responds to any signs of children showing unrest. For instance, when a story does not fully hold their interest, the childminder suggests they find the teddies. Children happily find favoured soft toys and create a teddy bears' picnic on the floor. They form a perfect circle of toys and find additional resources to add to the activity. Children are very constructive, cooperative and focus well in their play, which is a positive foundation for future skills. The childminder provides an environment rich in print, which means that children see pictures, posters, letters and numbers around the home. Young children show particular delight when they look at the low-level photographs on display. They say names as they point with excitement at themselves, their friends and the chickens. Children benefit from frequent outdoor play opportunities and enjoy being on the patio or in the garden. The childminder provides a very good range of outdoor toys, equipment and activities, although, opportunities to promote literacy skills are less extensive than indoors. Children learn about the natural environment as they help to feed and care for the chickens. They understand about 'being careful' and know that birds can peck. Children plant and grow things, such as tomatoes, so they learn about origins of healthy food. Therefore, children are inquisitive, confident learners.

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

The childminder is very conscientious about the safety and supervision of children. She has a thorough awareness of the Local Safeguarding Children Board procedures, with confident knowledge of how to protect children's welfare. The childminder is rigorous in her implementation of childcare policies and procedures. As a result, she is highly effective in promoting children's health and well-being.

The childminder has excellent relationships with other providers where children attend more than one setting. She works very closely with parents and others to promote continuity of care successfully. The childminder provides a wealth of information for parents and they value the care given to their children. Although this is a first inspection, the childminder has made exemplary progress already in her childminding provision. She has developed thorough knowledge of the Early Years Foundation Stage framework. As a result, the childminder robustly meets the welfare, learning and development requirements. The childminder reflects on her practice stringently. She is proactive in seeking ideas to enhance her provision. For example, the childminder visits outstanding settings and takes inspiration from exemplary childcare. Since doing so, she has enhanced children's experiences, such as by producing and using both resource packs and story sacks. Use of these has further strengthened children's learning at home. Introducing a 'mosaic' approach to evaluating her provision allows her to determine children's preferences about the things they do. Through use of specific photographs she gauges even toddlers' reactions, as they see themselves depicted at activities. If it is clear a child dislikes an activity, the childminder considers how it can be adapted to engage them happily. The childminder has attended relevant childcare courses since registration and has a clear professional development plan. Therefore, the childminder demonstrates a

strong, determined capacity to improve continuously.

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 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 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	EY450571
Local authority	Torbay
Inspection number	893306
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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