

Inspection date	13/06/2013
Previous inspection date	15/08/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 maintains meticulous documentation, accurately identifying children's starting points. She regularly records their progress through observation and assessments and skilfully identifies children's next steps to effectively inform planning. As a result, each child thrives and makes significant strides in their learning.
- The childminder gives the highest priority to safeguarding all children.
- Children play in a vibrant, welcoming environment. They are looked after by a dedicated, professional childminder who meets their individual care, learning and welfare needs exceptionally well.
- Children are exceptionally settled and secure in a nurturing environment where they build excellent relationships with the childminder and others.
- The childminder establishes highly successful partnerships with parents and others in order to actively meet children's individual needs. She shares information daily through discussion and daily contact books and parents contribute to learning records which she shares frequently.

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 the children playing in the lounge, kitchen/dining area and playroom.
- The inspector engaged in ongoing discussion with the childminder to assess her understanding of the safeguarding and welfare requirements.
- The inspector made observations on how the childminder works with her assistants.
- The inspector examined documents including children's records, planning, policies and procedures and held discussions with the childminder at appropriate times.
- The inspector took into account the views of parents through letters and questionnaires shared with the inspector.

Inspector

Marie Thompson

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two children aged 13 years and six years in Exmouth, Devon. The childminder works with two assistants and additionally her husband sometimes works as an assistant to cover in the event of absence. All of the home is included in the registration. There is an enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care for one child under eight years of age. There are currently 24 children on roll, of whom 11 are in the early years age range, who attend a variety of sessions. The childminder also provides care for older children. The childminder supports children with special educational needs and those who speak English as an additional language. The childminder has a National Vocational Qualification in Early Years at level 3.

What the setting needs to do to improve further

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

- enhance the programme for children's literacy by expanding opportunities for children to understand that print carries meaning.

Inspection judgements

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

Children make exceptional progress in their learning as a result of the childminder's extensive knowledge and implementation of the Early Years Foundation Stage. She understands the importance of her role in children's learning. She is very enthusiastic in her approach and positively channels her energies into interacting with the children while they play. Her consistent, purposeful dialogue and superb individual attention for the children in her care ensures they are happy, confident and truly settled.

Children access a wide range of books and are highly inquisitive and motivated to learn, which promotes their future skills. They learn to phonetically sound words and there are some labels on the children's displays and pegs. Although the childminder makes generally good use of print, the use of labelling and large print is not consistent throughout the provision. This means that children are not always fully extended in learning that print carries meaning. The childminder plans activities which provide maximum challenge and

help children make very rapid progress in their learning and development. Children are developing very good communication skills and the childminder encourages speech by asking questions that requires children to think. For example, children use 'talk and share' to evaluate the activities they have done. The childminder uses a rich variety of action songs and nursery rhymes, with song and story bags containing imaginative resources, to promote children's communication and language skills. Children's creativity is highly valued and an exceptional range of sensory materials is provided for children to explore and investigate such as treasure baskets and junk modeling materials. Children express themselves creatively and develop their senses through an extensive range of mediums, such as pasta, foam, gloop and painting. They enjoy making 'witches potions' and 'wizard's tea' using bark, leaves, and stones in a saucepan and mixing them up. Children enjoy mark making using a range of different tools and in different environments. For example, using water and paint to make marks on the fence and writing their names in the sand at the beach.

The childminder makes excellent use of the local environment and trips to various places to extend learning opportunities. The many adventure parks and nature trails provide a super range of apparatus for children to develop their physical skills by using the rope swings, climbing frames, and when climbing trees. On nature walks they look for and talk about the birds and trees, and feed the ducks. They collect leaves, twigs and flowers to make collages. Children regularly go swimming with the childminder and visit stables to ride horses and learn about the importance of grooming them. The childminder extended this activity by taking the children to the pet shop to look at different animals, talking about how they were cared for and reading books about animal care. Children help to look after 'Sausage' the guinea pig at the childminder's home during the holidays when the provider looks after the guinea pig for the owner. Consequently children learn about the world around them in an exciting and interactive way.

The childminder's excellent organisation of the educational programme ensures children have a wealth of experiences that meet their individual needs and inspire their learning through play. She gathers detailed information from parents at the outset to establish children's interests and makes excellent use of observations to quickly establish knowledge of children's level of ability. The childminder's thorough system for ongoing observation, assessment and monitoring of children's progress is highly effective in guiding planning, fully supporting children's sustained progress. Children's learning journals hold a plethora of information including photographs, children's art work and rigorous ongoing summative assessments to an exceptional level of detail.

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

Children are relaxed and comfortable in the childminder's inviting setting. They form a secure emotional bond with the childminder and clearly feel safe as they move around the childminder's home. They confidently explore their surroundings and thoroughly enjoy the play and learning activities on offer. There is an incredibly wide range of toys available to support children's needs. Careful thought has been given to how toys and resources are made accessible and children choose their own throughout the day. All children and

families are welcome in the childminder's home. Children's backgrounds and cultures are valued and respected. Children find out about the local community and begin to socialise as they attend a variety of groups and meet up with other childminders and their minded children.

Children behave exceptionally well because they are continuously occupied and the childminder gives them her full attention. She talks calmly to the children and explains at an age-appropriate level the importance of sharing. As a result, they play well alongside each other because the childminder helps them to recognise the need to share toys and take turns during activities and games. The childminder uses praise and continually acknowledges children's achievements, enabling them to feel good about what they do. She sensitively supports children's growing independence through working alongside parents to organise a flexible routine to meet with children's personal care needs.

Children develop an exceptional understanding of the importance of a healthy lifestyle from a very early age. The childminder models and encourages highly effective hygiene routines and uses age-appropriate discussions about the importance of these. She uses posters to reinforce children's understanding of hand washing and they eagerly stand on the step to wash their hands before snack time. Children help to plan the meals each week and the childminder cooks all food from fresh. As a result children enjoy healthy, nutritious, balanced meals to suit their individual dietary requirements. They enjoy choosing their favourite fruits for snack and choose from a range of favourite foods, such as cucumber and tomatoes. Children help to prepare their snack and are very good at spreading the cheese spread onto their bread and counting the pieces of fruit they have. They also count how many children are at the setting and how many yoghurts they will need for lunch.

The childminder's home is secure at all times, helping to safeguard children exceedingly well. Children take part in regular fire drills, which increases their knowledge of safe practice and effectively develops their understanding of dangers and how to stay safe. They have excellent opportunities to be physically active, for example, they have regular access to local parks and soft play areas which gives them extensive opportunities for their physical development. There are exceptional opportunities for them to learn about the wider world as they participate in a wealth of outings in the local community and further afield.

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

There is a very strong emphasis on safeguarding children and the childminder has an excellent understanding of all safeguarding issues. Robust policies and procedures for safeguarding children ensure the childminder is able to take prompt action if she becomes concerned about a child's welfare. She has extensive experience working with vulnerable children and their families and she has attended various safeguarding training courses. The childminder completes meticulous risk assessments which address any potential hazards. This includes both indoors and outside of the setting. She is extremely aware of

children's safety and security at all times. Documentation and records are comprehensive, exceptionally well organised and reviewed regularly. The childminder works with three assistants. She has an excellent understanding of the regulatory requirements for the employment of assistants and adheres to them at all times. She ensures that her assistants are suitably qualified and experienced, and makes sure that they are very well deployed in the setting so that children are supervised at all times, and their individual needs are met.

The childminder is well qualified and demonstrates a highly professional approach to her role. Her constant drive to gather new ideas ensures that the provision continues to promote the very best outcomes for children. Self-evaluation is used extensively and includes the views of the children, parents and the assistants. Consequently, the childminder maintains an excellent capacity to build on her existing outstanding practice. Detailed analysis and skilful action planning inspires the childminder to set ambitious targets for improvement. In particular, there are advanced plans underway to extend the provision into a purpose built cabin and to re-design the garden to provide resources that enhance children's outdoor learning experiences further.

Highly successful partnership working with parents and other providers promotes a collaborative approach to consistency in care and in meeting individual needs. Several parents praise the childminder through letters and questionnaires. For example, they state how the childminder is 'professional and genuine and caring', and another states, 'shows a passion for working with children'. Excellent communication is developed through talking with parents each day and by providing a daily contact book which sets out children's care needs, as well as the activities they have enjoyed taking part in or the progress they are making. Parents receive regular newsletters informing them of what their children have been doing and forthcoming events. They take an active part in the children's learning and development and record any achievements or comments on WOW slips and the 'talk and share' sheet in their learning journals. The enthusiastic partnership working successfully identifies next steps to narrow any achievement gaps in learning and development. As a result, children thrive in the setting and reach their full potential. The childminder has built excellent links with the other providers of the Early Years Foundation Stage who also care for the children. She keeps in touch through communication books and she sends a form to the school children attend, introducing herself to the class teacher. The childminder volunteers to go into the school to listen to the children in the reception class read when needed. This enhances her relationships with the staff and helps with the move to school for the children in her care.

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 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	EY444501
Local authority	Devon
Inspection number	922845
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	24
Name of provider	
Date of previous inspection	15/08/2012
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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