

Inspection date

Previous inspection date

09/07/2013

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

- Children are well cared for in a safe and welcoming family home; they make good relationships with the childminder and her family.
- The childminder plans a range of activities that encourages children to learn through play, both inside and out.
- Overall, the childminder establishes positive relationships with parents, which enables her to meet children's care needs.

It is not yet good because

- The childminder does not use observations of children's achievements effectively to plan for the next steps in their learning.
- The childminder does not request detailed information from parents about children's activities at home when they start to attend, to enable her to start planning for their progress straight away.
- The childminder has not established an effective system to exchange information with other practitioners when children attend additional early years settings.

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's activities in the lounge.
- The inspector discussed children's activities with the childminder.
- The inspector sampled documentation and records.
- The inspector took account of parents' views, obtained in person.

Inspector

Brenda Flewitt

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and one young child. They live in a house in the St Loys area of Exeter, close to parks, schools and public transport links. The ground floor is mainly used for childminding, which includes a lounge-dining room, kitchen and toilet facilities. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of whom four are in the early years age range. The childminder also cares for children over the age of eight years. The childminder holds a childcare qualification at level 3 and has previously worked in day care settings.

What the setting needs to do to improve further

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

- improve the assessment system to include observations to ascertain children's level of achievement; use these observations to shape individual learning experiences for each child to promote their progress; and share with parents.

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

- develop partnerships with parents by requesting more detailed information about the children's skills, learning and activities at home, when they start to attend
- develop partnerships with other practitioners when children attend other early years settings in order to exchange information to support their overall development.

Inspection judgements

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

Children enjoy their time with the childminder. She plans a range of activities that children are keen to take part in, which overall encourage their development in all areas of learning. The childminder has a suitable understanding of how children learn through play. However, the childminder is still developing an assessment system; therefore, she is not effective in promoting children to make good progress. The childminder does not request detailed information from parents about children's activities and development at home.

Therefore, it takes her some time to assess their starting points and to begin planning for their progress. The childminder is not using observations of children's play effectively to help her identify clear next steps for their learning and development. The childminder is aware of her responsibility in completing progress checks for children aged between two and three years. She has attended a training course and has materials for reference when required.

Overall, the childminder promotes children's communication and language well. She talks with children, encouraging them to recall and talk about events in their lives, such as starting school or pre-school. The childminder provides a range of books, which she arranges so that children can select their favourites. Children enjoy naming familiar objects and people as they look at books independently or with the childminder. The childminder uses various opportunities to develop children's understanding of number, such as songs and counting everyday objects. For example, during a biscuit decorating activity, she encourages children to count and match body parts.

The childminder regularly takes children out on outings where they meet other people, use alternative play equipment and explore the world around them. For example, attending children's groups helps develop social skills. Woodland walks raise children's awareness of the natural world. They collect items to take back to the childminder's home to use for artwork. Visits to play parks enable children to use large apparatus such as swings, climbing frames and slides. This promotes their good health and physical development.

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

Children are happy and settled in the care of their childminder. She gains information from parents with regard to care routines, which helps the move between home and the childminding setting. Children develop good relationships with the childminder and her family. Children show a caring attitude towards younger children in the childminder's care. Children behave well. They understand what the childminder expects from them through familiar routines and explanations. The childminder regularly praises children's efforts and achievements, which helps boost their self-esteem. Children learn about aspects of their own safety as the childminder teaches them to be aware of the dangers of some animals, or people they do not know. She helps them learn about road safety while they are out walking.

The childminder promotes children's good health well. The childminder supports children's increasing independence with regard to their personal hygiene and managing their own clothes. The childminder provides a variety of cooked lunches and snacks, which include healthy options such as fresh fruit. Children have daily fresh air and exercise to promote their good health as the childminder regularly takes them on walks or to local play parks. The childminder organises her home appropriately to meet the needs of the children in her care. They use a suitable range of play equipment that the childminder arranges so that they can make some choices for themselves. She provides pictures of some of the other

toys available to help them decide what they would like to play with.

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

The childminder implements clear policies that promote children's welfare and safety, which she shares with parents when children start attending. She has a good understanding of safeguarding children, which includes recognising signs and symptoms and the procedures to follow if there are concerns. This contributes to protecting children from harm. The childminder carries out detailed risk assessments of her home and for outings, which helps to provide a safe environment for children to play. She keeps the legally required records, which are stored confidentially.

The childminder has a satisfactory understanding of the Early Years Foundation Stage learning and development requirements. Although she has plans to start 'learning journeys' for each child, she has not yet established an effective system to promote children's good progress in all areas. The childminder has some methods to help her evaluate her provision. These include reviewing and adapting resources and activities in line with children's interests, and welcoming information from a childminding advisory company. She attends training courses to update her knowledge in order to improve children's experiences.

Overall, the childminder promotes positive relationships with parents. She provides clear information about her setting, which includes a parents handbook with details of written policies. The childminder exchanges verbal information with parents in order to meet children's individual care needs. Parents say that their children are very happy at the childminding setting and are made to feel part of the family. The childminder has not established effective dialogue with other practitioners for children who attend additional early years settings. Therefore, there is a lack of exchange of information to enable continuity of care and learning.

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	EY455672
Local authority	Devon
Inspection number	896495
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, 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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