

Inspection date	30/10/2013
Previous inspection date	03/08/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are well cared for in a safe and welcoming family home, where they develop a strong sense of belonging.
- The childminder has a good understanding of how children learn through play, exploration and meaningful experiences, particularly outdoors.
- The childminder assesses and monitors children's learning and achievements well, which contributes to children's good progress in their overall development.
- The childminder promotes effective partnerships with parents, which enables her to meet children's needs well.
- The childminder evaluates her practice successfully to continue to develop children's learning experiences.

It is not yet outstanding because

- The childminder is not always successful in engaging other practitioners in sharing information, when children also attend other early years settings.
- The childminder occasionally misses opportunities for promoting children's understanding of using text to gain information or instruction.

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 kitchen-diner.
- The inspector talked to the childminder about children's activities.
- The inspector sampled documentation, which included children's progress records.

Inspector

Brenda Flewitt

Full Report

Information about the setting

The childminder was registered in 2000. She lives with her husband and two adult children in a house in Paignton, Devon. Childminding mainly takes place on the ground floor, which consists of a kitchen-diner, lounge and toilet facilities. There is an enclosed courtyard available for outside play. The family has two cats, to which the children have supervised access.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to provide funded early education for children aged two, three and four years. There are currently seven children on roll, five of whom are in the early years age group. She also cares for children aged eight years and over. The childminder holds childcare qualification at level 3.

Inspection judgements

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

Children enjoy the time they spend at the childminding setting. The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements. She provides a welcoming, fun environment where children learn through play and exploration. The childminder supplies a good range of play equipment, which she arranges according to children's age and stage of development. This means that from a young age, children can select spontaneously to extend their own play and learning. The childminder plans a broad range of interesting learning experiences, both inside and out, linked to children's interests. The childminder has a clear assessment system and completes a comprehensive 'Learning journey' for each child. She includes dated, annotated photographs and observations, which she clearly links to children's stages of development. The childminder uses this information effectively to identify next steps to help children make good progress. The childminder encourages parents to share information about their children's achievements at home, which she uses in her assessment. She also shares ideas with parents to support their children's learning at home. The childminder is secure about her responsibilities in completing progress checks for children aged between two and three years.

The childminder promotes children's language skills well. She talks with children as she enthusiastically joins in their activities, encouraging them to describe what they are doing. She introduces new words relevant to the children's play and interests, which helps develop their vocabulary. For example, as a child builds a farmyard with coloured bricks and animals, the childminder uses words such as 'udder' and 'calf' to extend their knowledge about cows. She asks purposeful questions to encourage children to recall previous events and link their ideas. For example, a child remembers enjoying a tractor

ride when visiting a farm with the childminder. The childminder uses opportunities such as this type of play to promote children's interest in number, as they count how many bricks there are of each colour. She gives clues to help children think and solve problems, such as sounding out the initial sound of the next number. The childminder provides a range of books, regularly reads stories and takes children to the library. Children develop favourites and like to 'read' the books, using the pictures to help them recall the sequence of events. The childminder encourages children to make their own books to record their experiences. For example, a child enjoyed using a digital camera to take pictures for their book. The childminder helped them write labels for the pictures. This all helps children develop a keen interest in books. The childminder uses everyday activities to help children learn new skills. For example, when cooking, children weigh, measure and count. They use a range of tools, including an electric mixer. A child describes the mixture going 'bumpy' and turning the 'colour of chocolate'. However, the childminder occasionally misses opportunities to promote children's understanding of using text for information, such as using recipes when cooking. This slightly reduces children's understanding that print carries meaning.

The childminder ensures that children's days include a good variety of outings where they meet other people, use alternative resources, and explore their local area. She regularly meets with other childminders and children, which encourages children to develop relationships and social skills. Visits to farms, zoos and aquariums spark children's interest in nature. They learn about creatures and plants living in the wild, and how people care for animals. This all promotes children's understanding of the world around them.

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

Children are happy, settled and secure in the care of the childminder. She seeks information from parents to enable her to follow young children's home routines with regard to food and sleep patterns. This contributes towards a smooth move between home and the childminding setting. Children develop warm and trusting relationships with the childminder and one another. The childminder displays photographs of children enjoying activities with their friends. This encourages children to talk about their experiences and remember people who are important to them, therefore, developing a strong sense of belonging. The childminder provides routine and clear explanations so that children know what she expects from them. This results in children behaving well. They learn to take turns, share equipment, and spontaneously tidy away toys when they have finished with them. The childminder regularly praises children's efforts and achievements, which helps to boost their self-esteem and confidence. The childminder teaches children about how to stay safe, both when they are inside and out. She provides suitable clothing for young children to enable them to explore the natural environment fully. She encourages children to take calculated risks, for example climbing trees, crawling and walking over various types of terrain. The childminder involves children in practising the emergency escape plan from the home, so that they know what to expect in a real situation.

The childminder helps children learn about the importance of healthy lifestyles. They have

daily fresh air and exercise as they go on walks and visit play parks where they use a range of challenging equipment and natural objects to promote their physical development. Children learn good routines for personal hygiene as they wash their hands before handling food. They make choices about what they eat from healthy options, supplied by the childminder or from home. The childminder introduces new foods for children to try, which promotes their interest in a variety of good foods. The childminder extends children's knowledge about where food comes from as she involves them in planting and harvesting fruit and vegetables. The childminder encourages children's interest in learning and helps them prepare for the move to school through providing interesting activities and real life experiences.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She completes detailed risk assessments to help to provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She has a clear understanding about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps her knowledge up to date by completing training on child protection issues. The childminder keeps the legally required records, which she completes clearly and stores confidentially. This includes obtaining written parental permission for giving medication and keeping a detailed record of any medicine administered. This contributes towards promoting children's health and safety when they are unwell. The childminder has a good understanding about how children learn through play and real experiences and how to promote good progress in their overall development. She has a system that gives her an overview of children's progress, which helps her to identify any gaps in their learning.

The childminder promotes positive partnerships with parents. She supplies clear information about her childminding service by way of background information, written policies, and emails. The childminder encourages daily exchanges of information, verbally and written, in order to meet children's individual needs well. She completes a daily diary for each child, which provides parents with a 'snapshot' of their child's day with the childminder. She also uses text messages to keep them up to date with their children's achievements and enjoyment, for example by including photographs. The childminder has a good understanding of the importance of sharing information with other providers when children also attend other early years settings. She is proactive in providing information, and sends a written report about the child's progress for the key person in another setting that the child attends. However, this is not always successful in engaging other practitioners in ongoing dialogue in order to provide a consistent approach for care and learning.

The childminder has successfully addressed the action and recommendation set at the last inspection, which has improved aspects of children's health and overall learning and

development. The childminder evaluates her provision effectively through ongoing reflective practice. She has joined a quality assurance scheme, which helps her focus on strengths and areas for development within her provision. The childminder identifies clear targets for development. For example, she is planning to develop the information she shares with parents about her healthy eating policy. She also intends to start a healthy eating project with the children to extend their understanding of the importance of a balanced diet. The childminder keeps up to date with changes and improves her knowledge through training courses, reading early years publications, and regular contact with other early years professionals. All this helps her to continue to develop children's learning experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	151384
Local authority	Torbay
Inspection number	914245
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	03/08/2011
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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