

Inspection date

04/12/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder is skilled at engaging the children in play. As a result, they are challenged through stimulating activities that encourage their explorations.
- Children are happy, secure and eager to learn because they have good, secure relationships with the childminder and other children.
- The childminder forms strong relationships with parents, which clearly promotes children's individual needs and progress.

It is not yet outstanding because

- The systems to gain regular feedback from by parents is not fully established, which means the childminder misses opportunities to further develop her practice.

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 activities in the playrooms and spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at children's assessment and planning records.
- The inspector looked at the written self-evaluation document and a selection of policies, procedures and children's records.
- The inspector took account of written feedback provided by parents

Inspector

Dawn Biggers

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and son in Exeter, Devon. The whole of the bungalow is used for childminding and there is a garden for outside play. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children who are in the early years age group. The family has a cat.

What the setting needs to do to improve further

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

- Strengthen systems to gain further feedback from parents to enhance the development of your practice.

Inspection judgements

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

The quality of teaching is good as the childminder confidently introduces activities to engage the children and to provide various experiences, which enhance their learning. As a result, children make good progress in their learning and development. The childminder effectively tracks children's progress, as she is clearly knowledgeable about the seven areas of learning. She cross-references this well to her observations and photographs and therefore accurately assesses children's progress to use this information to plan for their next steps. For example, when she identifies a child is uncomfortable with exploring messy materials she introduces these activities slowly and imaginatively, for instance by burying the toy animals in the cooked spaghetti. She liaises well with parents and this joint approach helps children to move forward in their learning and acquire the skills needed in preparation for school. The childminder is aware of the need to implement the required progress checks for children who are two years of age and has a good knowledge and understanding of this process.

Children are engaged and supported well in their learning because the childminder is enthusiastic. Therefore activities are inclusive, fun and encourage the children's involvement. For instance, the childminder uses different vocal sounds and voices to engage the children in the story. They respond by saying words confidently and enjoy the actions for example, as they bump up and down on the childminders lap. Children settle well and establish good relationships with the other children and therefore they are sociable and play games. For example, children peer through the farmyard windows and say 'hello' and 'goodbye'. Children role-play and use language well to express what they are doing. For instance, while playing with the cooker they say 'cuppa tea'. The childminder repeats and extends their sentence structure to introduce more words to

further support their vocabulary. Children explore the creative materials introduced to them, as they fill and empty the containers with the pasta and rice and experiment by feeling the different textures. Children listen carefully to the sound that the rice makes as they drop this on the floor. The childminder skilfully extends their play by encouraging them to listen to different sounds as she introduces more containers for the children to fill. Children touch and feel the strings of pasta as the childminder uses sounds, introduces numbers and hides toys for them to find. As a result, children spontaneously count while filling the bottles with pasta.

Parents are involved well from the start as they complete a 'this is me' booklet and provide detailed written information about the child's routine and interests. Parents provide photographs of their family, which are displayed for children to access and refer to family members, which gives children reassurance. There are daily discussions and informal meetings to talk about children's progress and a good sharing of information is provided in the learning journal observations and daily notebooks.

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

Children are secure and have good emotional attachments with the childminder. This is demonstrated by how responsive they are to her warm, positive interactions and affection. For example, the children receive cuddles, enjoy one to one attention and sit closely on her lap for a story. The childminders strong settling in processes, include gaining detailed information from parents about children's routine and progress and this means that she can support children's emotional well-being and individual needs well. As a result, children are settled and form good relationships with the childminder and other children.

Good behaviour management strategies support children's ability to take turns, as the childminder is a good role model and uses explanation and a visual timer. Therefore, young children begin to learn to share. The childminder enthusiastically recognises children's achievements and as a result, children have good self-esteem and confidence and begin to recognise their own achievements. Children are co-operative and are supported well within the routines as they engage in tidying up activities and follow simple instructions.

Children explore the welcoming environment as they move confidently between the play areas. They become independent as they make choices from a good range of stimulating and accessible resources. Children are engaged and interested as the childminder thoughtfully plans activities that take account of their interests and support their explorations well. For example, they freely explore creative materials and become more confident to use their senses while handling wet and dry materials.

Children learn about healthy choices well, as they are provided with a good variety of fruit snacks and engage in daily routines, which support their awareness of effective hygiene practices. For example, they develop good independence and awareness of their self-care with support while washing their hands. The childminder supports children's healthy lifestyle well by ensuring the children have plenty of opportunities to access fresh air and

exercise. This includes using large toys in the home and while developing their control of their body movements in the garden and while visiting the park and soft play areas. Children learn about good safety procedures and practices, as this is modelled well for young children by the childminder. For example, the childminder uses age appropriate equipment, such as a buggy and children engage well by walking and holding the childminders hand. Through discussion and engagement they are introduced to road safety practices as this is part of the daily routine where the childminder encourages children to be vigilant by looking and listening for cars and being aware of any other potential hazards.

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

The childminder meets the requirements of the Statutory Framework for the Early Years Foundation Stage well as she demonstrates a good, secure knowledge of her responsibilities to help children learn and develop. As a result, children make good progress towards the early learning goals as they have access to a broad range of stimulating experiences. The childminder has good knowledge of safeguarding children and their welfare. This is demonstrated in her clear understanding of her safeguarding policies and procedures and how she would safeguard children if she had a concern. Risk assessments are robust for the home and outings and therefore these procedures successfully minimise dangers to children so that they are cared for in a safe and secure environment.

The childminder has established her practice well and her self-evaluation is highly reflective of her good procedures and demonstrates a clear commitment to making continuous improvement. This has included the implementation of a pictorial book, which shows examples of the routine and various activities that children engage in. This introduces parents and children to her setting. The childminder has introduced a 'learning tree,' which displays children's achievements and highlights examples of their good progress. This shares information effectively for parents to see and be able to contribute to. New systems have been implemented such as an informal peer supervision and this enhances the childminders support networks and reflection of her practice.

Good relationships are established with parents from the beginning. Parents receive informative information to enable them to understand and engage in children's learning. Effective information is provided about the childminder's policies and procedures and therefore parents engage well and are involved in their children's day, as the childminder provides written feedback. Parents report very positively about the childminders flexibility and her very good communications. However, her systems for gaining regular feedback from parents on her daily practice are currently formalising. Therefore, she does not always use this information consistently to contribute to the continual development of her practice.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463414
Local authority	Devon
Inspection number	924929
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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
Manchester
M1 2WD

T: 0300 123 4234
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