

## Inspection date

Previous inspection date

06/12/2013

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

- Children make good progress in their communication and language skills due to the childminder's positive interaction and modelling of language.
- The childminder provides a range of interesting activities in a well organised environment for children to explore and investigate.
- Children form a trusting and warm relationship with the childminder, where they feel safe and secure in her care.
- The childminder completes regular assessments of children's learning, and uses these to plan activities that effectively support children's development.

### It is not yet outstanding because

- Links with other early years settings that children attend are not fully established to support continuity in their learning and development.
- The childminder does not complete fire evacuation with all children, which means that not all of them are aware of the processes to follow in an emergency.

## 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 all areas used by the childminder and children.
- The inspector sampled a range of documents including children's records, diaries, safeguarding policies, accident and medication records and parent statements.
- The inspector had discussions with the childminder.

## Inspector

Sara Frost

## Full report

### Information about the setting

The childminder registered in 2013 and lives with her husband and two children in the rural village of Crapstone, near Yelverton. Children have access to most areas of the home. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has five children on roll in the early years age range. The childminder also provides care for older children before and after school. The childminder is open from 7.30 am to 6 pm Monday to Friday, apart from family holidays as agreed with parents.

### What the setting needs to do to improve further

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

- develop partnerships with other early years settings children attend to provide continuity in sharing information about children's development and progress
- develop consistency in the practising of fire evacuations so all children are familiar with and gain an understanding of the processes to follow in emergency situations.

## Inspection judgements

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

The childminder has a good understanding of individual children's abilities and development. She obtains information from parents about their children's routines, likes and dislikes as part of the settling in process, and through completing the 'all about me' form. This helps the childminder to support children when they first start by providing play experiences and activities using their specific interests, such as introducing a favourite character into their imaginative play. In addition, she uses information shared from parents to widen children's understanding. For example, the childminder introduces 'snow' into the imaginative play for younger children in readiness for a forthcoming holiday. The childminder uses guidance documents alongside her observations to help plan for the next steps in children's learning. As a result, children are making good progress in their learning and development.

The childminder successfully builds on the children's interests. Children enjoy posting baubles through large cardboard tubes. The childminder extends this activity further by introducing egg trays to catch the baubles as they fall. She provides different types of baubles and encourages the children to look at their reflections in the 'shiny ones'. This gives children opportunities to explore and investigate, as well as promote their coordination and physical skills.

Children benefit from the childminder's positive interaction. She continually talks to them, promoting conversation as they 'buy' items at the 'shop', and supporting them during messy play. The childminder repeats words back to younger children, and puts words together into short sentences to further encourage the children's speech. Children explore the texture of paint as they become engrossed in hand painting. The childminder introduces words such as 'slippery', which effectively helps develop children's language and communication. The childminder successfully uses this opportunity to encourage children to explore their senses and describe how it feels on their hands. Children begin to understand how mixing two colours creates another. Younger children learn about shape as they post different shapes into the holes of the shape sorter. The childminder uses everyday situations to teach children colours and number from a young age. For example, she asks them to think about how many plates they need for everyone at snack time.

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

The childminder provides an environment where children feel safe and secure whilst in her care. Her home is well organised with photographs of children and displays of their artwork, making it a welcoming setting. As a result, children are happy, settled and content. The childminder provides a wide range of stimulating toys and resources for children to freely explore and investigate. In addition, she supplements her own resources through local lending facilities to provide alternative interesting resources for the children to play with such as mirror and light boxes. The childminder consults with children helping them to make decisions for themselves. For example, she provides children with options of playing shops or painting, which encourages them to make their own choices.

The childminder effectively supports children in developing their independence. For instance, she works very closely with parents to provide consistent support as children progress to using the toilet, by using praise and reward stickers. The childminder is kind and very sensitive towards any 'accidents' providing appropriate reassurance. Children confidently seek toys to play with, going to cupboards to find large ride on cars and tractors. The childminder effectively supports young children to share. She responds to children well, knowing for example when they need a sleep. As a result, children settle quickly and sleep soundly.

The childminder conducts a risk assessment of her home and for outings undertaken with the children. In addition, she completes daily checks around her home to successfully minimize risk to ensure it is safe for children play and move about in. Younger children sit securely at the table in age appropriate booster seats and straps. The childminder checks regularly on children who are sleeping. The childminder conducts fire evacuations; however, she does not complete this with all the children in her care, and as a result, some children are not familiar with the process should an emergency arise.

The childminder promotes the good health of children. Children get the opportunity to experience some form of fresh air and exercise on a daily basis, either in the childminder's garden or by attending one of the many local groups. The childminder teaches children

from a young age the importance of washing hands at appropriate times. She liaises with parents to support any specific dietary or medical needs. For example, if children require any medication, the childminder obtains written parental consent and keeps a detailed record.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She is well organised, with all the required records and documentation in place, and although easily accessible, are stored confidentially. The childminder demonstrates a good understanding of safeguarding issues and is clear of the procedures to follow should she have a child protection concern about the children in her care. The childminder effectively plans an interesting and varied range of activities for children; with assessment arrangements in place to enable her to successfully monitor and plan for children's progress, including the completion of the progress check for children age two-years.

The childminder uses various systems to help evaluate her practice to identify where she can make further improvements. For example, by sending questionnaires out to parents and asking for their feedback. In addition, the childminder reviews her play activities to ensure children are enjoying them and they are helping to develop their progress.

Although the childminder develops positive relationships with parents, close links with other early years settings that children attend are not fully in place. This limits continuity for children's learning and development. The childminder provides parents with comprehensive information about her provision and responsibilities. This is through her prospectus, and policies and contracts, which includes explanations for parents about the Statutory Framework for the Early Years Foundation Stage. The childminder keeps parents informed about their children's day through the two-way home dairies, sharing information such as children's sleep time, meals they eat and activities they engage in. In addition, parents receive emails, text messages and regular newsletters, which share aspects such as planned activities and topics. The childminder fully consults with parents on any proposed improvements, for example future development of the garden. She provides 'play packs/story sacks' for parents to share with their children to further encourage their children's development at home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY461598
<b>Local authority</b>	Devon
<b>Inspection number</b>	914618
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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