

Inspection date

Previous inspection date

11/12/2013

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

- The childminder plans effectively to support children's individual interests to support them to make good progress in their learning and development.
- Children are keen to learn, interact well with each other and have a good rapport with the childminder.
- The childminder uses consistent and clear boundaries for children to support them to develop a good understanding of acceptable behaviour.
- The childminder supports children well with their individual routines.
- The childminder has a good partnership with parents.

It is not yet outstanding because

- The childminder has not fully developed the garden to give children opportunities to fully explore, investigate and extend their learning during outside play.

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 indoors and in the garden.
- The inspector sampled relevant documentation, including policies, procedures and the childminder's self-evaluation.
- The inspector engaged in conversation with the childminder at appropriate times and the children.
- The inspector looked at children's learning journeys and assessments.

Inspector

Sally Hall

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and adult son in Exeter, in Devon. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is also registered to provide overnight care and to work with an assistant. There are currently 11 children on roll. Of these ten children are in the early years age range. Children are minded at various times of the week. They are mainly minded on the ground floor and have access to an enclosed garden.

What the setting needs to do to improve further

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

- extend the range of play opportunities for children to explore and investigate in the garden to extend their learning during outside play.

Inspection judgements

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

The childminder has a good knowledge of how to support children's learning and development through play, having had many years experience working in a pre-school and supporting children with special educational needs and/or disabilities through multi-agency working. The childminder has a very calm and caring manner and the children are clearly very fond of her. This helps them to feel safe and secure. Toys and resources are easily accessible so children can choose what they would like to play with. Children confidently move between rooms choosing where they want to play, while being supervised well at all times.

The childminder plans well for all the areas of learning and to meet children's individual interests. She gathers good levels of information from parents before children start to fully support them in their learning and individual routines. She monitors the progress children are making and uses her observations and assessments to plan their next steps of learning and development. The learning journals include children's achievements and what the children have said. Their progress is shared well with parents. This includes the progress check at age two, the children's learning journals and assessment reports. This encourages parents to be fully involved in their child's learning and development.

The childminder interacts skilfully as the children play, developing their language skills well. The childminder repeats and introduces new words to build children's vocabulary. Children receive plenty of praise and encouragement, which develops their good self-esteem and confidence. The childminder teaches the children to count in naturally

occurring situations as they play; for example, at snack time, counting the pieces of fruit and when the children help to prepare and cut the vegetables for lunch. Children are given the opportunity to learn about taking risks and to keep themselves safe and each other as they play. They confidently use knives to cut vegetables up from a young age. Children enjoy listening to stories and singing songs. They learn problem solving by completing puzzles. The childminder teaches children to learn about the local community through regular outings and the wider world celebrating festivals. Children enjoy role-play and using technology toys because the childminder provides a good range of resources which stimulate their curiosity.

Children enjoy a wide variety of art and craft activities and concentrate well at their chosen tasks, such as sticking, play dough and painting. They are proud of their achievements such as pictures they have made and are keen to show them. Children enjoy playing in the garden while watering plants, blowing bubbles and playing with sand and water. The childminder teaches children how to grow herbs. However, the childminder has not developed the garden to its full potential to provide children with opportunities to fully explore, investigate and extend their learning during outside play. Overall, however, the childminder is effective in teaching the children in all the areas of learning providing a broad range of play opportunities. She is confident in teaching children to learn the skills they need in readiness for starting pre-school and school.

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

Children are extremely happy, settled and confident. The childminder has a good understanding of how to ensure children's well-being as they play. They learn the importance to share and take turns. Children are familiar with the daily routines. They learn to be confident in their own self-care from a young age. For example, washing their hands before meals and putting their shoes and coats on to go outside to play. Children benefit from fresh air and physical exercise each day playing in the garden, visiting the local park and taking countryside walks, where they enjoy seeing the squirrels collecting nuts and learning about the changing seasons. They attend local groups giving them the opportunity to socialise with other children.

The children learn about their own safety and each others. For example, the fire drill is practised with the children and they know what to do if the childminder says 'fire, fire, fire', so they are calm and clear of what to do in the event of an emergency. The children learn about the importance of healthy eating. The childminder provides nutritious meals and snacks. Children's individual dietary needs are catered for well; for example, children who are vegetarians and children who are less reluctant to try new foods who are encouraged in a gentle way. The children enjoy being involved in the preparation of the meals and talking about what they will have for lunch. The children eat heartily and meal times are very social occasions where children learn good social skills and say 'please' and 'thank-you'.

The childminder organises the day well to support children's individual routines particularly as they tire after an active morning. Children listen to instructions well and respond

appropriately. They learn to share and take turns as they play with each other. They behave well due to the childminder's gentle reminders and supervision to diffuse any situations as children play. For example, they learn not to throw toys and to share favourite toys.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements. She has completed a wide range of courses to extend her knowledge and is keen to complete further courses. The childminder has completed comprehensive written risk assessments for the home and garden and takes appropriate action for the children's safety. Children are supervised very well at all times. The childminder has completed safeguarding training and is clear of the procedure to follow in the event of a child protection concern.

The childminder has developed a good partnership with parents and respects their wishes. She ensures that they are fully informed of how their child's day has been and the progress they are making. The childminder is flexible with the hours that she offers which supports parents who work shifts. The childminder has good links with other settings to provide a shared approach to children's learning and development. Parents receive regular newsletters with useful information, for example, the childminder's holidays. This supports parents to plan their childcare well in advance. The newsletters also include any planned events and an area of learning. Policies and procedures are shared with parents so they are clear of her practice and all the required documentation is in place including parental consents.

The childminder has high expectations of herself and has a secure understanding of how children learn and develop through play. She welcomes the input from the Early Years Advisor and has taken action on their advice. She has completed her own self-evaluation to reflect her practice since registering and seeks feedback from parents. The childminder has identified areas for her development and to enhance the learning environment for children. These include adding to her resources for dramatic play, multi-cultural resources and to provide Forest School elements in the garden.

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	EY461505
Local authority	Devon
Inspection number	923699
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	11
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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