

Inspection date

15/01/2014

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 has affectionate and caring relationships with the children, which helps them to settle and feel secure.
- Children behave well and develop their independence through routine activities.
- Children are happy and content in the childminder's care because she promotes their well-being effectively, helping them to feel safe and grow in confidence.
- Children make good progress towards the early learning goals relative to their starting points. They benefit from consistently effective teaching and support in their learning.
- Good systems of sharing information with parents results in the childminder being up to date with children's changing needs, enabling her to support these effectively.

It is not yet outstanding because

- There are fewer opportunities for children to access creative and mark making materials.
- The childminder does not successfully share and gain detailed information from all early years settings children attend to further support their learning experiences.

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 in their play and in their interaction with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector sampled the childminder's documentation including a written self-evaluation, policies and children's records.
- The inspector took account of the views of parents and their comments through their written feedback and questionnaires.

Inspector

Katherine Lamb

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and adult daughter in Exeter. The house is within walking distance of shops, schools and parks. All rooms of the house, except for one bedroom, are available for childminding. The bathroom is on the ground floor. There is an rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She operates from 8am to 6pm Monday to Saturday all year round. There are currently seven children on roll, four in the early years age range. The childminder supports children with English as an additional language and with Special Educational Needs. The childminder attends carer and toddler groups.

What the setting needs to do to improve further

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

- increase the range of creative and mark making materials for children that are easily accessible.

- fully develop the partnerships with other settings that children attend to share information to support their learning and development.

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Inspection judgements

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

The childminder is knowledgeable about the Early Years Foundation Stage and understands how to promote children's learning and development through play. She gains valuable information as she offers settling in visits, where she watches children at these times and gains information from parents. These good initial links with children and parents help her to understand their starting points. The childminder observes children in their play and uses this along with information from parents to identify and plan children's next steps. The childminder does not successfully work in partnerships with all the other early years settings that children attend to further support their development. The

childminder keeps parents informed about their children's progress. She produces a learning journal of children's progress, which she shares with them. This means parents know what their children are doing while in the childminder's care and can extend children's learning opportunities at home. The childminder provides toys and books that the parents can use at home to support their children's learning. The childminder is prepared to complete the progress check for children aged two years.

The childminder interacts with children effectively and engages them positively during activities and play. She has high expectations of the children and uses their interests to motivate them and extend their learning. The childminder takes into account each child's interests, ages and abilities when planning activities and therefore, activities challenge and engage the children. The childminder observes the children closely during their play to help her make accurate judgements about their progress towards the early learning goals. She identifies and plans for children's next steps for learning while keeping their parents informed and sharing ideas to extend their learning at home.

The childminder uses effective teaching techniques to support children's learning and development. Children make good progress in their communication and language skills. The childminder plays alongside them, asking questions and developing their language skilfully. She allows children plenty of time to think and respond, which helps them to make connections with different parts of their life experiences. Children enjoy talking about what they are doing. All children, including those with special educational needs and English as an additional language, appreciate being able to use photographs and picture cards to communicate with the childminder about toys they want and any needs they have. This system works particularly well and includes all children in decision making, and gives them independence over their learning. Children's language is also developing effectively because the childminder constantly talks about what they are doing. She extends their vocabulary through introducing and repeating new words. For example, when children point at different animals, the childminder repeats their names in conversation several times to reinforce understanding.

Children enjoy exploring sensory trays with objects of different sounds and colours. They learn how to use toys and household objects, such as large tweezers and balloon pumps, with support from the childminder. The childminder provides activities to cover different areas of learning which supports children's development. Children do not have free access to mark making equipment to express themselves creatively or use the equipment when they want to. Children learn about their bodies as they move and dance to music. They learn about the different parts through singing songs. Children begin to learn about the world in which they live, as they visit the local library and go for walks around the community. Children have opportunities to find out how things work as they push buttons and pull levers on many programmable toys. All of these activities and learning experiences help to prepare children for their next stage of learning.

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

Children are nurtured and thrive due to the childminder's good information sharing with parents. This means she has a good knowledge of children's routines and their care, health and dietary needs. She makes sure babies and children are well nourished, and have their personal care and hygiene needs met in comfortable, safe and clean surroundings. Babies and children settle well and develop affectionate relationships with the friendly, approachable childminder. She creates a welcoming and inviting environment where they can play with toys and games that they like, and which interest them. The childminder knows each child well. She supports and encourages them in joining in with other children and trying to do things for themselves. She praises and motivates them, so they are keen to do well and grow in confidence. The childminder successfully promotes children's good behaviour so they share, take turns and have positive relationships with others. The childminder encourages them to make choices and to help, for instance, with putting toys away.

Children develop a very good appreciation of living a healthy lifestyle. They enjoy trips to the local park to explore and be physically active. In addition, the childminder provides healthy snacks and meals. Children help in the preparation of snacks, which helps to promote their independence. At meals times they all sit together. The childminder makes this a social occasion and promotes the children's good table manners. The childminder's home is clean, with good procedures in place to minimise possible cross-infection. For example, children do not attend when they are ill. Children learn good hygiene practices as they wash their hands as part of the daily routine. The childminder has a relevant first aid qualification to keep children safe, and carries out fire drills with the children to prepare them for emergencies.

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

The childminder has a good understanding of her role in promoting the safety and welfare of children. She has effective arrangements for safeguarding them. The childminder shares information about child protection, complaints and all other policies and procedures with parents at initial visits. This helps ensure parents have clear expectations of her practice. All children's documentation is in place. This includes the required parental consents to make sure she cares for children in line with their parents' wishes. The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She plans effectively for the educational programmes according to the children's individual interests, age and stage of development.

The childminder has all of the legally required paperwork in place, which helps to ensure the safety and welfare of all children. For example, she maintains a record of children's daily hours of attendance and contracts. The childminder takes all the necessary steps to keep the children safe in her home and on outings. For example, stair gates are in place at the bottom of the stairs. There are also detailed risk assessments in place for her home and outings. These include procedures to make sure she supervises children at all times, and that she monitors visitors to the premises.

The childminder reflects on her childminding service and plans for improvement. She is keen to develop her knowledge and skills, and attends training courses to keep up to date with current childcare issues. Parents' views are valued and considered as part of the childminder's on-going self-evaluation process. The childminder demonstrates the capacity to make continuous improvement in the outcomes for children. For instance, she sends out questionnaires to parents to obtain their feedback on her service and uses the responses to make changes to improve her practice. This means that the childminder establishes trusting relationships with parents and carers so they are happy and confident to leave their children in her care. The childminder has effective systems in place for communicating with them. For example, children have a daily diary sheet. In each child's scrapbook, the childminder records their good progress, and their next steps for 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
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	EY457633
Local authority	Devon
Inspection number	936789
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	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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