

Inspection date	27/01/2014
Previous inspection date	06/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children have a broad range of resources to enable them to learn through play.
- The childminder interacts well with the children as they play to promote their learning and development.
- The childminder helps children to understand the world around them through shopping in the local community and outings to outdoor play areas, leisure parks and the zoo.

It is not yet good because

- The childminder has failed to ensure a child was adequately supervised in the home.
- The childminder has not reviewed her risk assessment to identify any potential hazards in the home to keep children safe as they play.
- The childminder has not reviewed her self-evaluation to identify her strengths and areas for development.

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.
- The inspector sampled relevant documentation, including some policies, procedures and children's records.
- The inspector engaged in conversation with the childminder and interacted with the children at appropriate times.
- The inspector discussed how information is shared with parents.

Inspector

Sally Hall

Full report

Information about the setting

The childminder registered in 1996. She lives with her two grown up children, in Tavistock in Devon. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder also offers overnight care and can work with assistants. She is currently caring for eight children, of these three children are in the early years age group. The whole of the childminder's house, except for one bedroom, is used for minding. An enclosed garden is used for outside play. The home is within walking distance of a variety of local amenities and the childminder is able to transport children to the local playgroups, school and out for visits.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are adequately supervised at all times, particularly in relation to younger children's access to the stairs
- review risk assessment to identify and minimise any potential hazards in the home to ensure that children can play safely.

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

- review practice through self-evaluation to effectively identify strengths and areas for development.

Inspection judgements

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

The childminder is not fully meeting the requirements of the Statutory Framework for the Early Years Foundation Stage to meet the needs of all children to ensure they are safe. However, the childminder has a positive rapport with the children who are happy, settled and clearly very fond of her. The childminder demonstrates secure understanding of how children learn through play. She plans a broad range of activities and outings for the children to help them to learn and support their individual interests. Children have access to a very good range of toys resources that are all in good condition. The childminder rotates the resources to provide variety for the children. The childminder teaches the children to value the resources as they play and they learn to put something away before taking more toys out.

The children enjoy role play, dressing up as a doctor, a nurse and a vet. The childminder joins in their play by invitation and encourages the children to use their own ideas and imaginations as they play. The children act out caring for the dolls that are unwell, the dog that has hurt his tail and bandaging the childminder's legs and giving her medicine to make her better. The children learn problem solving by completing puzzles and learn to recognise shapes and numbers by playing games. The childminder helps children to learn their early writing skills through planned activities and by encouraging children to write their names on their pictures.

The childminder celebrates festivals with the children throughout the year to extend their knowledge of the wider world and diversity. The children have regular outings to places of interest and the opportunity to socialise with other children by attending local groups. This helps children to make new friends. The childminder involves the children in every day routines. For example, children have a shopping list or take a card with them showing an item of fruit or a vegetable that they have to find when shopping with the childminder. The childminder does cooking activities with the children and uses these opportunities to help children to learn to use tools safely and to cut their own fruit at snack time. Some of the children's work is displayed, including photographs of them at play with their friends. The children enjoy looking at the photos saying 'that is me' and naming their friends who are not present.

The childminder undertakes observations and assessments of the children to help her to plan for their next steps in their learning and development. The childminder shares children's progress with parents, including information gathered from the progress check she completes for the two-year-old children. This encourages parents to be fully involved in their child's learning and development and to be able to support their child's learning at home. Children are learning 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

The childminder has compromised a child's safety and well-being by not ensuring that children were adequately supervised in the home, which did not prevent a child falling down the stairs. However, the childminder helps children to learn to play well alongside their friends, teaching them to share and take turns. The childminder is consistent with how she manages any unwanted behaviour and children respond well to instructions and learn right from wrong. Consequently they behave very well. The childminder gives children consistent praise and encouragement. This builds their good self-esteem and confidence. The childminder helps children to learn about keeping themselves safe when they are out walking and to play safely on ride-on-toys in the garden.

The childminder ensures that children have fresh air each day playing in the garden and through regular outings in the local community. The children are familiar with the no shoe policy in the home and confidently get themselves ready to go out to play. The childminder does keep fit routines with the children indoors and they enjoy dancing to music. This promotes their physical development. Children learn about self-care from a

young age and are familiar with the routine of washing their hands before meals. The childminder is vigilant in checking and changing children regularly when they are wearing nappies. She liaises with parents to discuss when the time is right to start to potty train a child. This promotes continuity of care for a child.

The childminder records children's dietary requirements and knows children's likes and dislikes. The childminder is flexible with meal arrangements and respects parent's wishes if they would like their child to bring a packed lunch. Children have healthy snacks of fruit provided and access to their drinks at all times. Meal times are social occasions, with the childminder teaching children good social skills, manners and the importance of healthy eating. These are skills to help them in readiness for starting school.

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

The inspection was brought forward as a result of concerns raised to Ofsted regarding the safety of a child in the home. In addition, there were concerns raised that an accident book is not maintained and that children wearing nappies are not changed frequently enough. During the inspection the childminder confirmed that a child may have fallen down the stairs due to lack of supervision and being able to access the stairs. This is a breach of the Statutory Framework for the Early Years Foundation Stage requirements and compromised a child's safety. It is also a breach of the associated requirements of the Childcare Register. With regards to maintaining an accident book, the childminder confirms that the parent arrived shortly after the accident and was informed immediately about what had happened. The accident was recorded and countersigned by the parent at the next available opportunity.

In relation to changing children's nappies, the childminder stated that she is vigilant in checking and changing children regularly. However, although the childminder has risk assessments to help promote children's safety, she has not reviewed these effectively to identify any potential hazards as children play. Nor has she taken satisfactory safety precautions to prevent a young child being able to climb the stairs. The childminder does practise the fire drill with the children so they are clear of what to do in the event of an emergency and teaches children about road safety in practical ways. The childminder has a clear understanding in of the procedures to follow in the event of a child protection concern to help protect children's welfare effectively.

The childminder also works at times with assistants who all have first aid training. The required parental consents are in place for them to be left alone with children for a short period. The childminder has a positive partnership with parents sharing information on a daily basis about how their child has been and the activities they have been doing. The childminder works closely with other settings that children attend to provide a shared approach to children's learning and development. The childminder has comprehensive policies and procedures that she shares with parents so they are clear of her practice. However, the childminder has not reviewed her self-evaluation system to reflect on her

practice and to identify her strengths and areas for development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- the registered person must ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- review risk assessment to ensure all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- the registered person must ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- review risk assessment to ensure all necessary measures are taken to minimise any identified hazards (voluntary part of the Childcare Register).

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	153973
Local authority	Devon
Inspection number	948422
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	06/04/2009
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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