

Inspection date	12/02/2014
Previous inspection date	21/03/2012

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

- The childminder forms secure relationships with parents and other settings which securely promotes children's individual needs.
- Children have easy access to a suitable range of toys and resources. They are interested in the activities which enable them to make choices, explore and show growing concentration.
- Children behave cooperatively; they learn to respect boundaries and expectations and develop skills which enable them to form secure relationships with the childminder and each other.

It is not yet good because

- The childminder's system for detailing complaints is not sufficiently robust, which means that not all processes are effective in supporting her procedures and children's welfare.
- The childminder does not extend children's language effectively by consistently repeating back words mispronounced during activities to further extend children's language and communication in the delivery of the educational programme.
- Systems to monitor and plan for children's progress are not sufficiently thorough to ensure activities accurately reflect all children's stage of development and consistently target their individual learning needs.

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 playroom 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 a carer.

Inspector

Dawn Biggers

Full report

Information about the setting

The childminder registered in 2002. She lives with her husband and one child in Kingsteignton, Devon. All areas of the ground floor are 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. There are currently 14 children on roll, of these six are in the early years age range.

What the setting needs to do to improve further

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

- improve the educational programme for communication and language by increasing children's use of language; for example, by repeating words back clearly and correctly to further support their speech and communication
- keep a record of any complaints and their outcome, investigate written complaints and notify complainants of the outcome of the investigation within 28 days of having received the complaint

Inspection judgements

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

The childminder has a sound understanding of how children learn and develop. She provides a suitable range of activities and experiences across the seven areas of their learning. As a result, children are supported to make steady progress, inside and outside of the home. She considers children's interests when planning activities and therefore ensures that physical activities follow their interests, such as in music and movement. For example, she introduces the dance mat. Parents are involved appropriately from the start in children's learning and through ongoing discussion about their progress. They are provided with information about the Early Years Foundation Stage. However, the childminders assessment processes are not implemented effectively to ensure a consistent approach accurately monitors all children's progress and development. This means that although activities interest the children and generally keep them busy, they do not always target and identify all their next steps to support them in making good progress. The childminder has implemented the required progress check for two-year-olds, demonstrating an appropriate understanding of this process to support the children's learning and to identify further goals.

The childminder encourages children's mathematical awareness and encourages them to count regularly in the routine. Children therefore become familiar with numbers and

colours as activities reinforce their awareness of these. For instance, children become active learners confidently using their body while using the dance mat. They jump and move their arms and feet and follow the childminder's instructions. The childminder further encourages children to learn about sounds and rhythms by encouraging the children to explore the musical instruments. She engages with them and they enjoy her interactions. There is a balance of adult and child led activities. For example, children confidently make decisions as they ask for the cones and skittles and develop control by rolling the balls. They spontaneously count as they knock these over.

The childminder talks to the children regularly and encourages them to engage by asking suitable questions and by using a commentary. Therefore, children use language to communicate and appropriately express themselves; for instance, they ask for a particular game and for help. However, when children with speech delay talk to the childminder she does not further extend their language development by correcting their unclear words. For example, when they pronounce words incorrectly in a sentence, she repeats this back without further correction. Therefore, the quality of teaching and learning is variable and does not consistently support and extend all children's language progress. Children engage with each other demonstrating secure relationships. The childminder introduces mark making activities to the children and follows their lead. For instance, the children adapt the activity by using their imagination and building a tower with the pens. The childminder provides opportunities for children to engage in the community and to socialise in various group settings.

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

The childminder establishes warm relationships with the children and this securely promotes their emotional well-being. Children are confident and relaxed and enjoy their time with the childminder. For example, the childminder appropriately includes them all by sitting and introducing puzzles. The children show interest in completing their chosen picture. The home is well presented and children move freely within the playroom and have access to suitable variety of resources and toys. This enables them to make choices. The childminder completes risk assessments of her home and for outings, helping to keep children safe from harm.

Children behave cooperatively; they learn about expectations and boundaries as the childminder encourages their awareness of routine expectations. As a result, children tidy away, learn to share, take turns and to communicate with others. They are consistently praised by the childminder. This helps children to develop appropriate levels of self-esteem and confidence and suitably prepares them for their next steps in learning and their eventual move to school.

Children develop clear appropriate awareness of their own self-care skills in the routine. For example, they are supervised while independently using the toilet and when washing and drying their hands and using individual flannels. Children are offered nutritious snacks to try. This enables them to make choices and develops their awareness of healthy foods. Children engage in activities which support their physical skills and health. For instance,

they attend soft play areas, use the garden equipment and wheeled toys to support daily access to fresh air and exercise. Children participate in safe practices, which encourages their awareness of procedures. For example, they engage in fire evacuation and road safety procedures.

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

This inspection was brought forward to check the childminder's continued compliance with the requirements of the Early Years Register and the associated requirements of the Childcare Register. This follows receipt of information received last year that raised concerns about the way the childminder handles safeguarding concerns. Ofsted carried out an announced visit to investigate these concerns and that the childminder had not notified the agency with safeguarding responsibilities, without delay; there was evidence that the childminder did not supervise children adequately; she did not ensure that information relating to a child was handled in a way that ensures confidentiality and the childminder did not implement her written statement of procedures for the protection of children, because she did not make a referral. Ofsted issued a notice to improve to ensure that the childminder took appropriate action to rectify the weaknesses in practice identified. The childminder demonstrates that she now has a suitable awareness of the requirements of the Statutory Framework for the Early Years Foundation Stage. She has improved her knowledge of safeguarding practices and procedures since her last inspection and addressed the actions raised. The childminder's risk assessments include clear systems to check and minimise hazards for children and as a result the children are always supervised and within her sight indoors and while outside. She has implemented a written statement of procedures for the protection of children and shares these with parents. The childminder demonstrates a secure knowledge of her role and understanding of procedures and statutory responsibilities with regard to the guidance 'Working Together to Safeguard Children'. She demonstrates a secure awareness of notifying agencies about concerns related to children's safety and welfare. This helps to ensure she is able to take appropriate action quickly should a concern arise. These procedures all help to ensure that the children remain safe. The childminder maintains children's information confidentially in order to protect the privacy of all children while in her care. Although the childminder keeps a written record of complaints made, she does not provide parents with information about the outcome of these investigations and the action she took in response. Therefore, information is not available or shared with parents about her current procedures and practice. This is a breach in the requirements of the Statutory Framework for the Early Years Foundation Stage and also means the childminder is not meeting the associated requirements of the Childcare Register.

The childminder's self-evaluation process identifies her strengths and some areas for improvement. She attends training and liaises with another childminder to update her skills to meet requirements. She has reviewed the play environment and has improved the outdoors area, by implementing safety surfacing to focus more on providing outdoor play in all weathers with a range of equipment. She has purchased more resources, such as more complicated puzzles and board games, to challenge the children's play and learning.

This demonstrates that the childminder is willing to make improvements. The childminder monitors children's progress. Although her systems are not fully effective to consistently and accurately monitor all children's progress to enable her to plan activities to specifically target their individual needs.

The childminder has established secure relationships with the parents. She includes informative information to help the parents understand how children learn within the Early Years Foundation Stage. She uses discussion about the children's day and shares observations and photographs of the activities that they engage in to discuss children's progress. Carers' feedback is appreciative of her flexibility and shares how the children enjoy attending. The childminder has made links with early years providers to support a shared approach to children's learning and care. This includes sharing a partnership information book.

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:

- keep a written record of complaints, which includes the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- keep a written record of complaints, which includes the outcome of the investigation and the action the provider took in response (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	EY231301
Local authority	Devon
Inspection number	951159
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	21/03/2012
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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