

## Inspection date

Previous inspection date

19/03/2014

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.
- Effective teaching is used by the childminder to ensure children make good progress, which is clearly monitored.
- 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.
- Partnerships with parents are strong. Parents are fully involved in all aspects of children's care and learning. This provides a united approach to supporting children's learning.

### It is not yet outstanding because

- Opportunities for children to access mark making materials are not extensive.
- The learning environment lacks displays of signs, symbols and words for children to refer to in their 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 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 in Tedburn St Mary, Devon. The whole of the bungalow is used for childminding purposes. There is a garden for outside play. The childminder is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. The childminder operated between 8am and 6pm Monday to Friday all year round. There are currently four children on roll in the early years age range. 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:

- enhance opportunities for children to be independently creative by increasing the range of easily accessible mark making materials
- encourage children to learn that words carry meaning through displayed signs, symbols and words for them to refer to in their play

## 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 keeps parents informed about their children's progress. She produces a learning journal of children's progress, which she shares with them along with daily diaries. 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 also provides written summaries on the children's development and parents are encouraged to contribute to these. 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 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 their life experiences. Children enjoy talking about what they are doing. 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 using play dough the childminder introduces new words such as 'squish' for them to copy and use. Children show a love of books taking their favourite to the childminder for her to read, joining in with the words as they excitedly recognise parts of the story. However, there is no text displayed for them in the childminder's home to extend their learning that words carry meaning or refer to in their play.

Children enjoy exploring sensory trays with spaghetti. They learn how to use toys and household objects, such as cutlery, with support from the childminder. The childminder provides activities to cover different areas of learning which supports children's development. However, children do not have free access to mark making equipment to express themselves creatively or use the equipment when they want to. The childminder helps children to learn about their bodies as they move and dance as they sing. She plans local walks around the community to enable children to learn about the world in which they live. The childminder encourages children to find out how things work as they push buttons and pull levers on 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**

The childminder is sensitive and skilful in helping children to settle in and form secure emotional attachments. They benefit from positive interaction with her and are very relaxed in her care, and clearly enjoy their day. The childminder obtains necessary information about children's interests and starting points from parents from the outset of childminding arrangements. She liaises efficiently with parents and takes account of the children's preferences and routines. This helps the childminder to understand the children's care routines securely before they start with her. Children are well behaved and they respond positively to the consistent boundaries and behaviour expectations, such as learning to share. Children show close relationships and play well together. The childminder develops strong relationships with children and clearly knows them well, including how to support their individual needs. She is positive in her interactions with children and gives them lots of praise and encouragement. Consequently, they develop positive confidence and self-esteem.

Children develop a very good appreciation of living a healthy lifestyle. They take trips in the local community to explore, such as going out for walks. The childminder encourages parents to provide healthy meals and snacks for the children while meeting their dietary requirements. The childminder's home is clean and good procedures are in place to

minimise possible cross-infection. For example, there are detailed cleaning and sterilising rotas in place. Good procedures are in place for dealing with and recording accidents and medication administration. The childminder has a relevant first aid qualification to manage children's minor accidents and injuries.

Children move around the childminder's home confidently and clearly feel comfortable and safe in the attractive environment. The childminder provides an overall good range of age-appropriate toys and resources for children to promote their learning. She promotes children's safety effectively and has good procedures to help ensure her home remains secure at all times. For example, there are stair gates in appropriate places and she carries out fire evacuations with children so they know how to respond in an emergency.

### **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. The childminder also has an informative notice board for parents containing information on her service and safeguarding practices. 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. Overall, 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 for all rooms. There are also detailed risk assessments in place for her home and outings. This includes taking the children to local mother and toddler groups during the week.

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 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 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

<b>Unique reference number</b>	EY467555
<b>Local authority</b>	Devon
<b>Inspection number</b>	935173
<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>	2
<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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