

Inspection date	02/06/2014
Previous inspection date	13/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 promotes children's language well, which means that they become confident to communicate their needs.
- The childminder establishes warm relationships with children, which supports their emotional wellbeing and means that they settle in quickly.
- Children are encouraged to develop confidence and self-esteem through the frequent praise given by the childminder.
- Partnerships with parents are strong. As a result, children benefit from activities that complement their home learning experiences.

It is not yet outstanding because

- Children have fewer opportunities to count and use numbers in everyday routines and activities.
- The childminder does not access regular training opportunities to develop her knowledge, understanding and skills.

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 indoors during planned activities.
- The inspector took account the views of parents through discussion.
- The inspector took account of the childminder's self-evaluation record.
- The inspector sampled documentation including children's assessment records, planning and daily dairies.

Inspector

Sarah Madge

Full report

Information about the setting

The childminder registered in 1997 and lives with her partner and step-son in Bideford, Devon. She uses the ground floor of her home to provide childcare, and there is an enclosed garden suitable for children's use. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently minding five children in the early years age group at different times, and five children in the later years age group.

What the setting needs to do to improve further

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

- provide more opportunities for children to use mathematical language, such as counting, in everyday activities
- identify further training opportunities to enhance knowledge, understanding and practice.

Inspection judgements

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

Children choose from a good range of resources, which are stored at a low level. This promotes child-led play and allows them to make choices for themselves. As a result, children are confident to explore their environment and motivated to learn. This means that they are provided with the necessary skills for the next stage of their learning. Children invite the childminder to participate in their imaginative play activities, such as when having conversations using pretend telephones. They show obvious delight when she follows their lead, which consequently extends the activity. The childminder plans activities based upon children's next steps and current interests to provide opportunities for continuous development. For example, she plans a 'sound bingo' activity to support children's listening skills. The childminder also provides a good range of outings and visits to supplement and extend children's learning experiences. As a result, children are making steady progress in their learning.

She assesses children's learning accurately using an appropriate educational programme. Parents provide the childminder with information about their children's needs and developmental stage during settling in sessions. This allows the childminder to get to know children and plan appropriate learning opportunities from the start. As a result, children make good progress in their learning in relation to their starting points. The childminder provides parents with regular updates on their children's progress, including

the required progress check for two-year-old children. This helps to keep them involved in their children's learning.

The childminder promotes children's communication and language development successfully. She extends their comments to demonstrate appropriate sentence structures and asks children questions throughout their activities. Children learn to pronounce words correctly through positive techniques used by the childminder. For example, when a child says 'helipter', she responds by saying 'a helicopter'. As a result, children's vocabulary is increasing and they are becoming confident communicators. However, the childminder does not always use mathematical language routinely in everyday activities, such as counting and shape names. This means that opportunities are missed to develop children's mathematical knowledge and understanding.

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

Children develop close relationships with the childminder. For example the childminder tickles children who are cuddling her as they wake up after nap time, and they giggle with joy. This helps them to settle quickly. The childminder teaches children to consider other's feelings and helps them to understand boundaries and create friendships. For example, she reminds a child to gently greet another child as 'they need time to wake up'. As a result, children establish friendly relationships with each other, which enhances their enjoyment whilst at the setting.

The childminder frequently praises children's achievements and this helps boost their self-esteem. This means that children feel secure and confident. She reminds children of the boundaries when needed, which supports children to behave appropriately. Children are encouraged to undertake small tasks throughout the day, such as tidying away after activities and using cutlery at mealtimes. This helps them to become independent in their self-care tasks. Children choose from a wide range of resources to support self-chosen play, which helps them to develop interests and preferences.

Children are familiar with routines. They brush their teeth after breakfast, wash their hands before mealtimes and dry their hands on individual towels. This demonstrates good hygiene practices. The childminder prepares nutritious snacks to teach children about the importance of healthy eating. Children access drinking water throughout the day. The childminder encourages regular outdoors activities and so children benefit from fresh air and exercise. This all means that children's health is effectively promoted.

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

The childminder has a clear understanding of her responsibilities regarding statutory and learning and development requirements. She maintains relevant documentation, such as accident forms, to promote children's welfare. The childminder has a range of policies which she shares with parents so that they understand the procedures she follows. She

regularly reviews risk assessments on her home, garden and outings, and takes action to minimise any significant risks. The childminder has a good understanding of how to implement appropriate safeguarding procedures. She has a good understanding of the possible signs and symptoms of child abuse and how to raise concerns. This helps to keep children safe from harm.

The childminder has improved several areas of her setting since the previous inspection, including her knowledge of observations, assessment and planning, which evidences her reflective practice. However, she does not seek out or attend additional training, to enhance her practice and consequently children's experiences. The childminder monitors children's progress by regularly assessing their development. She plans a good range of activities for children based upon their identified next steps and interests. For example, she plans outings to local parks where children can develop their physical skills, after identifying that they are not confident climbers. This means that children make good progress in their learning and development.

The childminder shares children's daily care routines, activities and achievements with parents through the use of communication books. She encourages parents to share children's home learning experiences, to plan complementary activities to extend learning opportunities. Parents state that they are very happy with the childminder's practice and feel that their children are progressing well. This demonstrates effective partnership working with parents and helps to create a positive environment in which children develop. The childminder understands the importance of working in partnership with other settings that children attend. She links with these providers to share children's assessment records. This enables her to adopt consistent approaches, to better support individual children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	104667
Local authority	Devon
Inspection number	963036
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	13/06/2013
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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