

Inspection date	05/06/2014
Previous inspection date	28/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 conscientiously reinforces children's learning, through interesting and fun activities and encourages parental involvement in their children's learning.
- The childminder makes good use of local facilities to enhance children's learning.
- The childminder establishes strong, warm relationships with children so they feel safe and secure in her care.
- Children learn about and enjoy eating healthily because the childminder introduces them to a range of fruit and vegetables.

It is not yet outstanding because

- Health documentation is not well organised. Disposable gloves are not readily available increasing risk of cross infection if the childminder needs to deal with incidents before she is able to wash her hands.
- Systems in place to monitor and evaluate the service are not fully established leading to some inconsistencies in health and how the childminder clearly assesses children's progress.

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 sampled documentation regarding planning and children's progress.
- The inspector took account of parents and carers views included in the childminder's own parent survey.
- The inspector observed activities in the childminder's home and garden and on route to and from pre-school.
- The inspector checked documents relating to the suitability and qualifications of the childminder.
- The inspector held discussions with the childminder.

Inspector

Lynne Bowden

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband and three school-aged children in a bungalow in the village of Bere Alston, Devon. The whole of the childminder's house is used for childminding and there is an enclosed garden for outdoor play. The childminder has four children in the early years age range on roll. These include children with special educational needs and/or disabilities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family have a selection of pets that include a dog and cat, corn snakes, guinea pigs, rabbits and fish. The childminder can exclude the animals from the children if required.

What the setting needs to do to improve further

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

- improve systems to monitor practice to support consistent improvements to the service.

Inspection judgements

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

The quality of the educational programme is good. The childminder establishes children's starting points using information from parents and her observations of the children. With this information she identifies their approach to learning. She identifies children's next steps in learning successfully overall, and plans activities to help children make progress. The childminder identifies ways that parents can support their children's progress at home. The childminder uses her observations and children's progress records to produce the required progress check for two-year-old children. The childminder has effective links with the local pre-school who share information about their plans and activities. Consequently, this enables her to work in partnership with them to provide consistent and complementary learning experiences. Parents value the range of experiences that their children enjoy with the childminder. They praise her for the progress that their children make, especially in their confidence and independence skills.

The childminder uses her good knowledge of children's interests and preferences to provide fun and interesting learning experiences. She provides an electronic, interactive game, which enables children to test and reinforce their knowledge of animals. Children identify the first initial sounds of these animal names and the corresponding letters. The childminder supports children to recall and discuss their experiences on a recent trip to the zoo. This helps children to make connections in their learning. As children complete number jigsaw puzzles, the childminder confirms their knowledge and understanding of

numbers up to ten. She then extends their mathematical knowledge by encouraging them to start counting up to 20 and to make simple calculations. For example, as children play with toy slices of pizza, she asks them to add up the slices their friends are holding with the two that they have. As a result, children are beginning to count and make simple calculations.

The childminder teaches all children to write for a reason as they sign in on arrival and attempt to label their pieces of artwork. Children thoroughly enjoy craft activities as the childminder supports them to paint and create pictures of cat faces. Children practise handling and using tools, such as paint brushes, scissors and tape dispensers, which helps to develop the small muscles in their hands. Daily outdoor activities support children to develop their physical skills and explore their local environment. The childminder supports children well to extend their thought processes. For example, children are aware of their own heartbeat and that a tree is a living thing. Children hug a tree trunk as they listen for its heartbeat and the childminder uses this opportunity to highlight and explain the differences between living things.

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

The childminder develops warm, caring relationships with the children. This enables children to quickly settle in her home and approach the childminder confidently. They are familiar with her routines and confidently access toys and equipment. The childminder encourages children to talk about and try a wide variety of foods. She shares information about healthy eating with parents to help promote children's good health. Children enjoy fresh air, and develop their physical skills during outings to the local parks and play areas, along with their daily access to the childminder's garden. Children behave well. They quickly respond to requests and instructions from the childminder. They learn about road safety on walks to and from school and pre-school. The childminder teaches children about the dangers of the sun and ensures that they all wear sunhats and sun lotion when playing outside. When the childminder reminds children to wash their hands, she teaches them about the dangers of germs. She provides a step so that young children can reach the sink by themselves, which supports their independence. The childminder reduces the risk of cross contamination because she provides paper towels for children to dry their hands. However, the risk of cross infection rises because the childminder does not always have disposable gloves easily available for nappy changes.

The childminder's range of resources includes positive images of people from different cultures to raise children's awareness of difference and diversity. She makes good use of local facilities. For example, she takes children to local soft play activities and the local children's centre, where children learn to socialise and mix with other children. Children's developing communication skills, growing confidence, independence and awareness of how to behave, equip them well with the skills that they need for their future learning.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and safeguarding requirements of the Early Years Foundation Stage. She attends training to keep her knowledge and understanding of safeguarding issues up to date. The childminder is aware of the signs and symptoms of child abuse. Her comprehensive safeguarding policies detail the procedures she will follow and include current contact numbers. The childminder keeps her home safe and secure and takes effective steps to keep children safe when on outings. The childminder meets welfare requirements, providing documentation and procedures to support her practice and promote children's welfare. However, some documentation including exclusion times for sickness and diarrhoea are unclear and medicine records are not well organised.

The childminder's effective partnerships with other providers enable them to share information about children's activities and so support continuity of care. The childminder has a good understanding of her responsibilities to meet the learning and development requirements. She plans and provides a wide range of activities that promote children's progress and learning well. The childminder uses an appropriate development framework to monitor children's progress and this works well, for the most part to help her identify their next steps in learning. The childminder and parents share information about children's achievements and activities through discussion and the children's records.

The childminder is committed and eager to improve her provision. She meets with other childminders and seeks advice to support her practice and professional development. The childminder carries out effective assessments overall and has an accurate knowledge of each child's abilities and progress. However, her assessment system lacks some detail to enable her to monitor and precisely evaluate the balance and effectiveness of her educational programme and maintain consistent improvements to the service she offers.

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	EY365838
Local authority	Devon
Inspection number	815525
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	28/07/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

