

Inspection date

Previous inspection date

10/06/2014

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

- Children make good progress towards the early learning goals relative to their starting points. They benefit from consistently effective teaching and support in their learning.
- The childminder provides a range of interesting resources and activities to engage children and support their learning and development.
- Children's personal, social and emotional development receives high priority, meaning they are happy and confident. Relationships between the childminder and the children are strong.
- Good systems of sharing information with parents results in the childminder being up to date with children's changing needs, enabling her to support these effectively.

It is not yet outstanding because

- The childminder does not use every opportunity to encourage children to gain an awareness of numbers 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 inspection.
- The inspector sampled the childminder's documentation including policies and children's records.
- The inspector took account of the views of parents and their comments through their written feedback.

Inspector

Katherine Lamb

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children in Exeter, in Devon. The whole of the house is 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. She is also registered to provide overnight care. There are currently seven children on roll. The childminder operates 8am to 8pm on Monday, Tuesday, Wednesday and Friday. The childminder takes children to local toddler groups, attractions and to the stables to see her horse. The family has a dog.

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 explore numbers and counting in their play.

Inspection judgements

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

Children make good progress in their learning and development. The childminder works well with parents. They regularly share information about children's achievements at home and with the childminder. The childminder takes into account each child's interests, ages and abilities when planning activities and, therefore, activities effectively challenge and engage the children. The childminder observes the children closely during their play to help her make accurate judgements about their progress towards the early learning goals. She also provides parents with a progress check for two-year-old children.

Children's language is developing effectively because the childminder constantly talks about what they are doing. When singing songs with the children, she allows them to choose songs and encourages them to join in with words they know and through playing musical instruments. This effectively involves all the children. Younger children become excited when they recognise the animals in the song and are keen to show that they can make animal sounds. This, along with joining in with words and animal sounds in the song engages all the children in their learning. The childminder encourages children to tidy away toys and sort animals, making comparisons through discussion and developing their understanding of differences. However, she sometimes misses opportunities to count with children, to fully develop their understanding of numbers. Children make good progress in their physical development. The childminder effectively supports and promotes their hand to eye coordination and children learn to thread large beads by pushing the thread through the holes independently. They are delighted with their successful attempts. The childminder sits with the children reading stories that they choose, encouraging them to look at the pictures. She talks to them about what they see and asks younger children to

turn the pages. This enable children to become involved in the story.

The childminder gives high regard to children's independence and follows their lead in play, encouraging them to make their own choices. She teaches the children through positive interactions, talking to them about what they are doing. She joins in with their play and extends their thinking skills with open-ended questioning. The childminder uses her good knowledge of how children learn to pitch her teaching so it is suitable for each child, which helps children make good progress in their learning. For example, she sets up a role-play area to represent a vet's surgery. This helps children to learn about different animals and compare them to ones that they have seen. Consequently, children are keen learners and show the characteristics of effective learning.

Children benefit from the effective partnership working between the childminder and their parents. This helps to support children's progress in learning because the childminder works closely with parents from the outset to find out about their child's interests and their progress at home. She encourages parents to share moments that make them proud. She continues to seek on-going information from parents, so that children receive consistent care and learning opportunities. They provide this information both verbally and in written communication books on a daily basis.

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

Children are nurtured and thrive due to the childminder's good information sharing with parents. This means she has a good knowledge of children's routines and their care. She makes sure children are well nourished, and have their personal care and hygiene needs met in comfortable, safe and clean surroundings. Children settle well following a thorough induction period. They develop affectionate relationships with the friendly, approachable childminder. She creates a welcoming and inviting environment where they can play with toys and games that they like, and which interest them. The childminder has family photographs of the children she looks after, with their families. This helps them to settle when they start. The childminder knows each child well. She supports and encourages them in joining in with other children and trying to do things for themselves. For example, on arrival she encourages children to take off their own shoes and put them away as these are independence skills they will need when they move to school. She also promotes this independence further by providing a range of dressing-up clothes for children to put on and take off. This allows them to practise another needed skill. The childminder praises and motivates children so they are keen to do well and grow in confidence. The childminder successfully promotes children's good behaviour so they share, take turns, have good manners and have positive relationships with others. The childminder encourages them to make choices and to help by tidying toys away, for example.

Children develop a very good appreciation of living a healthy lifestyle. They enjoy trips to local attractions and time in the garden to explore and be physically active. In addition, the childminder provides healthy meals and snacks following children's dietary requirements. At meals times they all sit together. The childminder makes this a social occasion and promotes the children's good table manners. The childminder's home is

clean, with good procedures in place to minimise possible cross-infection. For example, strong hygiene procedures are followed when preparing food. Children learn good hygiene practices as they wash their hands as part of the daily routine, each with their own coloured towel. The childminder has a relevant first-aid qualification to keep children safe, and carries out fire drills with the children to prepare them for emergencies.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This helps to ensure that children are safe and their individual needs are met well. A range of written policies successfully reflects the service she provides with regard to meeting children's needs. The childminder ensures that her home is safe, secure and welcoming. She is fully aware of her responsibilities to safeguard children. The childminder has a clear understanding of child protection and knows the procedures to follow to respond to any potential concerns appropriately and swiftly. The childminder has training in safeguarding and first aid, which helps to ensure she promotes children's well-being. The childminder helps to protect children from harm by ensuring that her home is safe. She completes regular risk assessments for all areas the children use, including outings. She supervises children well and ensures that doors are secure, which keeps children safe. As a result, children play safely and have a positive childcare experience that forms a good platform for their future learning.

The childminder evaluates her practice well. These include a realistic self-evaluation form that identifies the strengths in her provision and aspects for improvement, many of which the childminder has implemented successfully. The childminder's good understanding of the learning and development requirements has helped her to effectively monitor children's development, so that all make good progress from their individual starting points. The childminder has a positive attitude to her work. She identifies relevant areas for development and wishes to continue with her own professional development. For example, she liaises with another local childminder to share resources and reflect of practice together to improve her provision for the children that attend.

Good communication between the childminder and parents means that together they meet children's care and learning needs well. The childminder is fully aware of the importance and benefits of obtaining as much information as possible about each child's individual needs from parents. The childminder obtains views from parents on her provision through discussion, questionnaires and daily diaries. This helps to ensure that children's care is consistent and parents are up to date with their children's activities and progress. These views are valued and considered as part of the childminder's on-going self-evaluation process. Parents state their children feel safe and happy in their childminder's care and she provides a happy environment for their children.

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	EY472924
Local authority	Devon
Inspection number	950511
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
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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