

Inspection date	16/06/2014
Previous inspection date	22/11/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children have secure attachments with the childminder. There is warm interaction between the childminder and children.
- Children develop good communication and social skills because the childminder is responsive to them, and shares their interest in play.
- The childminder praises and encourages children's achievements and efforts, which promotes their self-esteem.

It is not yet good because

- Assessment does not successfully identify where children are in their learning to plan the next steps to help them make good progress.
- The childminder does not work in partnership with other early years settings children attend to share children's care and learning needs consistently and effectively.
- The childminder does not always encourage children to compare and describe shapes 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 interactions with the childminder and the children indoors and in the garden.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector sampled the childminder's documentation, including policies and children's learning records.
- The inspector reviewed the childminder's self-evaluation.
- The inspector discussed with the childminder how she works in partnership with parents.

Inspector

Katherine Lamb

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband and one adult child in Barnastaple, North Devon. The whole of the childminder's home is available for childminding, with enclosed areas to the front and rear of the home for outside play. The family have a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The childminder operates Monday to Friday from 7.30am to 6pm all year round. There are currently seven early years are children on roll. The childminder takes the children on walks around the local community and to local parks.

What the setting needs to do to improve further

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

- ensure ongoing assessment accurately monitors where children are in their development and use this information to identify and plan for the next steps in their learning
- establish partnerships with other early years settings children attend to enable a regular two-way flow of information to promote continuity of care and support for children's learning.

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

- provide more opportunities for children to compare and describe shapes in their play.

Inspection judgements

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

The childminder has a sound knowledge of the Early Years Foundation Stage. She plays alongside children, sensitively encouraging them to be actively involved in their play and learning. Children benefit from a balance of adult-led and child-initiated activities. The childminder interacts with children positively, providing suggestions and offering ideas to extend learning opportunities and encourage children to concentrate. For example, in the garden, the childminder organises a bug hunt. She talks to the children about the bugs they find, and about how they help her garden. The childminder supports this further by providing books so they can compare the bugs they find to the pictures in the book. The childminder also uses games to include mathematics in children's play. For example, when

playing 'I spy a colour' the childminder picks pink flowers. She encourages children to count the flowers, supporting those that are less confident, and to notice that the flowers are different shapes. However, she does not extend this discussion so children can compare and discuss the differences they see to extend their mathematical learning further.

Younger children show their delight in exploring pop-up toys, promoting their awareness of technology. They press and push buttons to make different animals appear. The childminder uses praise effectively to build children's self-esteem. The childminder supports children to learn that words carry meaning. She brings stories to life using a range of voices and invites the children to join in. The childminder supports children to practise their writing skills by providing them with word cards they can copy. Children show strong concentration skills whilst attempting these tasks and they are keen to share with her what they can do, showing they are proud of their achievements. This helps children gain skills they need for school and their next stage of learning.

The childminder has a satisfactory approach to organising activities to include all areas of learning. During settling-in visits, she gathers information from parents about children's interests and what they can already do. The childminder uses the information she obtains from observing children's play to plan activities for their learning. This provides children with a suitable range of learning experiences. The childminder has an appropriate system to complete the progress check for two-year-old children. However, assessment systems are not successful to monitor progress consistently and thoroughly for all children. The childminder does not use her observations to routinely assess children's development and identify their next steps for learning from their starting points. This means the activities she offers do not always provide children with sufficient challenges to help them make better progress.

The range of resources the childminder provides allows children to begin to make some independent choices in their play, and support children's learning appropriately. The childminder uses outings to enhance children's social skills and their understanding of the world. For example, children go on walks around the local area and to parks. These activities help children to learn about their community, as well as supporting their physical development.

The childminder recognises the value of working in partnership with parents. She provides parents with verbal daily feedback about children's activities and routines, and shares their children's learning journeys. This ensures a consistent approach and helps to make parents feel involved in their children's learning. However, the childminder does not work in partnership with other early years settings children attend. This means she does not share any areas of concern, children's care needs and routines, and the next steps for learning so they can work consistently together.

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

The childminder's settling-in procedures are appropriate, supporting her to engage with parents to find out about children's individual needs. She discusses children's routines with them when children first start, and on an ongoing basis to help her meet their children's changing needs. Visits for new children and parents help them to settle and become familiar with the childminder.

Children are happy and content in the childminder's care as she gives them time and attention. Children show good manners and play well together, but are also happy to play independently. They are safe and secure, as the childminder is responsive to their needs. The childminder develops positive relationships with children, which gives them the confidence to become independent learners. She frequently praises children to recognise their achievements and enhance their self-esteem. The childminder encourages children to take an active role in their personal need. This helps them develop independence in self-care tasks, for example, using the toilet unsupervised. This supports children's emotional development in preparation for the next stage in their learning. The childminder supervises children appropriately and conducts checks on the home to minimise children's access to any potential hazards. This contributes to children's well-being and helps to ensure they are safe.

Children have daily opportunities to be outdoors. Children enjoy walks, and visit local parks. They have free-flow access to the childminder's enclosed garden for some of the day. This supports their physical development as they gain an understanding of the importance of regular exercise and a healthy lifestyle. Children develop an appropriate understanding of safety, for example, through daily routines and becoming aware of restricted areas with stair gates in the home. There are records of accidents and any medication administered. Parents provide children with healthy meals and snacks and the childminder encourages children to be independent at meal times.

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

The childminder has a satisfactory understanding of her statutory responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a sound knowledge of how to safeguard and protect children in her care. There is a thorough child protection policy in place and she is alert to the signs and symptoms that may cause concern. The childminder risk assesses her home and implements comprehensive policies and procedures to promote children's safety and well-being.

The childminder undertakes suitable self-evaluation to identify priorities for development and to improve the quality of care and learning for children. She receives support from her local authority support worker. This helps her to identify some of her strengths and areas in need of further development, for example, to improve the planning, assessment and observation systems, which shows her willingness to improve. However, the implementation of any action plans for improvement is slow, and, although the childminder knows what she needs to do, progress has been limited.

The childminder works in close partnership with parents, providing them with suitable information about the early years provision. Learning journeys and daily discussions enable her to share information about events, routines and the activities children engage in. The childminder encourages parents provide feedback through discussion about her provision, and uses this information in her self-evaluation. There are currently no systems in place to work with other early years settings children attend, to ensure continuity in both learning and 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

Unique reference number	104807
Local authority	Devon
Inspection number	816878
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	22/11/2010
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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