

Inspection date	14/07/2014
Previous inspection date	07/10/2013

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

- Children enjoy their time with the childminder. She forms good relationships with them, which supports them to make good progress in their learning and development.
- The childminder supports parents well, and they appreciate the flexibility she provides, which ensures children feel safe and secure.
- Children benefit from regular outdoor play on outings and visits, which enables them to find out about the world around them.

It is not yet outstanding because

- Partnership working and transition arrangements with other early years settings children attend are not fully successful.
- Visual representation of numbers and letters in the indoor and outside learning environment is limited.

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 engaged in activities indoors and outside, including care routines.
- The inspector sampled a range of documents including children's records, the safeguarding policy, insurance documents, first aid certificate, fire evacuation records, and suitability checks on all adults at the premises.
- The inspector spoke to the childminder, children and parents at appropriate times.
- The inspector viewed all of the premises used for childminding.

Inspector

Margaret Baird

Full report

Information about the setting

The childminder registered in 2007. She lives with her adult daughter in Tavistock, Devon. The whole of the house is available for childminding and there is an enclosed decking area for outside play. The family currently have several ducks and chickens, five cats, a dog and tarantula. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder offers a flexible service seven days a week and can provide overnight care for up to three children. She currently has 11 children on roll. The childminder is able to take and collect children from local schools. She visits the local parent and toddler groups, children centre groups, library, play park and takes children on local outings. The childminder is a member of the local childminding group.

What the setting needs to do to improve further

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

- ensure a shared approach to children's learning by further developing relationships with other early years settings children attend

- extend the range of visual representation of numbers and letters to enhance children's literacy and numeracy development.

Inspection judgements

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

The childminder's home is welcoming, with children's drawings and paintings displayed on the walls, celebrating their achievements. Photographs of children, which are also displayed act as a talking point. Children excitedly talk about their friends, which helps to develop their language and literacy skills. The childminder encourages them to develop their vocabulary through these discussions and values what they have to say. Children arrive eagerly and ready to enjoy a good range of activities. The childminder uses children's interests when planning activities and outings. When children arrive with favourite toys from home, she encourages them to develop their ideas and play. For example, children bring toy ponies and are encouraged to find the 'pony box' so that they can all play together. Other children join in and the childminder supports them as they co-operate with each other. This means that children are eager to learn, and understand that their thoughts and ideas are valued, enabling them to make good progress.

The childminder supports children's learning well. For example, children excitedly use a magic wand in role play, and she supports them to think of magic spells, enhancing their

creative skills, and developing their vocabulary. Children enjoy the playful interactions and the childminder understands the importance of stepping back so that children have the opportunity to lead their play and have time to themselves. The childminder provides a good range of resources, which the children can access for themselves, encouraging independence and free exploration. Children benefit from the use of a conservatory, which links the main living area to the garden. This enables them to play indoors and outside as their play develops. For example, children play with cars and a garage indoors. The childminder extends their learning by encouraging them to see if the cars go faster outside on the decking. Children explore their ideas further by finding out if the cars can go through various different tunnels. This supports children's critical thinking and problem solving skills well. The childminder provides children with opportunities to use books and numbers in their play, however, she does not extend this further so that children see written words and images, and numerals in their environment so they learn the messages and information they provide.

The childminder makes regular observations, which she links to the Early Years Foundation Stage and identifies next steps for children's individual learning and development. She records children's starting points, particularly in the prime areas of learning and parents are encouraged to contribute to learning journals through a sharing record sheet. This supports the childminder to track children's learning and development and ensure she addresses any gaps so that they progress in all areas of learning.

Children benefit from regular visits to local parks, the library, and local toddler groups. The childminder makes good use of activities on offer at the children's centre such as, baby signing, baby massage, and soft play. This extends the range of play opportunities, enhancing children's skills in different areas of learning, and enables children to socialise with others.

The childminder has a good understanding of how children develop and makes precise assessments from which she can assess their progress. The close relationships she has with children and parents, who are involved in contributing to children's initial records and learning journeys, ensures that she is able to plan activities which meet individual children's needs. The childminder does not have secure arrangements to liaise and work with other early years settings children attend to promote a smooth transition between school and the childminder's setting.

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

The childminder forms close and secure relationships with children, which enables them to feel happy and safe, allowing them to become independent and make choices in their play. She knows the children well and they show affection for her as she plays alongside them. The childminder manages children's behavior well and acts as a good role model. She encourages them to think about how their actions may affect others. For example, she reminds children about allowing others enough space to play with an activity, and to share the toys. Children are encouraged to care for the many pets and feed the chickens and ducks. The childminder reminds them to be gentle as they stroke the dog, and they

respond well, developing empathy and social skills, and the understanding of how to care for animals.

Outside there is a decked area with a range of resources to support children's physical skills, and a separate area where the ducks, rabbits and chickens are kept. The area containing the animals is secure and the childminder supervises and encourages children as they help to feed them. This teaches children about safe practices. Children can observe the animals at any time from the decking, which means that they are able to find out about the natural world as they play.

The childminder promotes the importance of healthy lifestyles by providing healthy snacks, which children often enjoy outdoors. As children enjoy their snack, she encourages them to talk about the different fruit they are eating and why it helps them to stay healthy. Walks to and from school and regular visits to the park and duck pond ensure that children have plenty of physical exercise and find out about the world around them.

The childminder supports families and children with English as an additional language by learning some key words in their home language. This helps children to settle quickly and feel happy and secure. Children also learn about cultural diversity through pictures, which the childminder displays to encourage discussion.

The childminder is aware of her responsibilities for keeping children safe. She knows the correct safeguarding procedures and has a good knowledge of child protection issues. This supports her to take appropriate action should such issues arise. The childminder ensures her environment is safe for children to explore by regularly assessing potential risks. She practises fire evacuation drills with the children, which she records. She promotes safety for children as they play. For example, she encourages children to pack away some of the cars so that they can move around without stepping on them, explaining that they might slip if too many cars are on the floor.

The childminder supports children well when they first attend, working with parents to ensure that they settle happily. She encourages parents to visit and to stay as long as necessary. The childminder prepares children well for the next stage in their learning, for example, going to school.

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

The childminder has an increased understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. She has made good progress since the last inspection to address the actions raised. She has valid and up-to-date public liability insurance in place. She has a certificate having completed paediatric first aid training so she is able to manage any minor accidents children may have, following current guidelines. She ensures Ofsted complete the appropriate suitability checks on all adults living at her premises. This helps her to positively support children's well-being and welfare.

The childminder is reflective of her practice, and has recently begun to record areas for development in her self-evaluation form. This helps her to focus on key areas to develop and improve on and ensure she continues to meet the requirements. She monitors children's learning and development to ensure they continue to make good progress and is able to adapt her practices to meet their changing needs. The childminder attends a local childminding support group, and seeks advice from a national association and the local authority when necessary.

The childminder has a range of policies that she shares with parents so they are clear on her responsibilities when caring for their children. She has a good relationship with parents. Parents report they are very happy with the service provided, and comment that children grow in confidence in her care. Parents state their children enjoy spending time with the childminder. Parents value the flexibility she provides and find her very accommodating regarding her working hours and availability. The childminder shares children's learning journals with parents and encourages them to contribute to them. This means parents feel well informed about the progress children make while in her care and find her supportive and caring.

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	EY361992
Local authority	Devon
Inspection number	963300
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	07/10/2013
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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