

Inspection date	22/07/2014
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		1
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 is skilled at engaging the children and as a result, they are challenged through stimulating activities while indoors and outside, that encourage their sensory explorations
- The childminder is very skilled at managing the children's behaviour and, as a result, children develop an excellent awareness of the boundaries and have high levels of self-esteem.
- The childminder forms strong relationships with parents, which clearly promotes children's individual needs and progress.
- Children are happy, secure and eager to learn because they have excellent relationships with the childminder.

It is not yet outstanding because

- The childminder does not always extend children's first hand experiences to further support their understanding of the living world.
- The childminder occasionally misses opportunities to further support children's independence in the routine.

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 activities in the playroom and spoke with the childminder at appropriate times throughout the visit. The inspector observed the childminder working alongside his co-childminder and assistant.
- The inspector looked at assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of the childminder's and household suitability and qualifications.
- The inspector took account of parents' views and of the provider's self-evaluation.

Inspector

Dawn Biggers

Full report

Information about the setting

The childminder registered in 2001. He lives with his wife, who is a co-childminder, and two teenage children in Teignmouth, Devon. The childminder employs a childcare assistant. Children use the dedicated play areas in the house, all weather area and the enclosed garden for outdoor play. The family has two dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 44 children on roll, 13 of whom are in the early years age range. The childminder holds a relevant qualification at level 3.

What the setting needs to do to improve further

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

- increase children's interests in the living world by furthering their experiences through resources, discussion and activities
- strengthen opportunities for children to develop their personal independence in the routine.

Inspection judgements

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

The quality of teaching is strong and this results in children making good progress in their learning and development. Children learn and practise new skills, with good support and guidance for instance, they use an excellent variety of equipment to make bubbles. Therefore, they confidently learn to develop physical skills and solve problems of how to blow, move their arm and manipulate the trigger on the toy, as the childminder challenges them to make bubbles. This supports their physical development well and encourages the children to engage socially. The childminder skilfully introduces numbers in the routine, and therefore children confidently engage in counting activities while trying to catch the bubbles with their hands. This supports the children's good awareness of mathematical numbers.

An effective tracking system monitors children progress well, through meaningful observations, photographs and examples of their work. The childminder effectively links this information to the seven areas of learning and demonstrates a good knowledge of these areas within the planning. For example, individual learning plans identify the children's next steps well with parents' valuable contributions and therefore they are fully involved in their learning. The childminder has good knowledge and awareness of the required progress check for children who are two years of age and implements this system

effectively. His planning effectively takes account of the children's interests and logs these carefully. The childminder also follows children's spontaneous requests, such as when they ask for the cars. As a result, children acquire the skills they need in preparation for school.

Children become active learners as they explore using their senses well. They enjoy the childminder's humour and good engagement as he dresses up as one of the parrots in the story. This compliments the story that the co-childminder is reading. Children engage well through using visual props. As a result, they confidently use language while becoming familiar with, and repeating, the rhyming words in the story. The childminder develops children's good awareness of the wider world, as he shows them detailed features, such as the spider in the tree. However, he occasionally misses opportunities to extend their learning. For example, after showing the children the spider and engaging their interest, he does not use further discussion or additional resources to increase their knowledge and understanding of the living world.

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

The excellent key person system means that there is a continuous flow of information between the co-childminders and parents in identifying and meeting the children's individual needs. The routine therefore revolves around the children's individual needs, for example, the childminder instinctively recognises the signs of a child being tired in the routine and presenting as under the weather. The children are extremely happy and the childminder's excellent relationship with them supports their emotional wellbeing. The exceptional organisation of the play areas and extensive range of toys enables children to make numerous choices and promotes their free flow movement well between the indoors and outside areas.

Children develop an exceptional awareness of a healthy life style, as the childminder is highly vigilant in the warm weather of how to promote the children's health, safety and wellbeing. As a result, he meets children's needs exceptionally well as they receive plentiful drinks of icy water, ice pops and lollies. However, on occasions the childminder does not always provide opportunities for children to pour their own drinks independently. As a result, children do not always regularly practise this self-care skill throughout the routine. Sun protection is highly featured in the routine, for instance, excellent planning identifies when to use the garden in the shade. Children understand very well why they use hats as a form of protection from the sun's rays. The childminder administers sun cream frequently particularly after water play activities. Children receive an abundant amount of fresh air and exercise as there is an exceptional focus on physical development. Children therefore demonstrate excellent coordination and control, for example, they master the skill of filling the large plastic syringes with water and aim and fire these. They engage in moving their body to music, using the ball pit and move very confidently from the outdoors area to the inside. Children develop an exceptional awareness of safety procedures as they feature very strongly in the routine. For example, an in-depth discussion and sharing of a child-friendly risk assessment with pictures, means that children are exceptionally aware of the rules and potential hazards before going on a trip or walk. Children become familiar with excellent safety measures as they wear luminous

vests and wristbands, for instance, when walking back from school.

The childminder demonstrates a highly sensitive, thoughtful approach to managing children's behaviour. This results in children's exceptional responses to taking turns and negotiating use of the resources. Therefore, children are very responsive and learn about what is acceptable behaviour through the childminder's excellent role modelling and extremely effective, but clear boundaries. As a result, children are very emotionally well prepared for their next step in learning in the setting and as they transfer to other settings.

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

The childminder meets the requirements of the Early Years Foundation Stage well. He demonstrates a good knowledge of his responsibilities to help children learn and develop. Consequently, children make good progress towards the early learning goals through an excellent range of stimulating experiences. The welcoming, inspiring environment values and challenges children's learning, as the childminder uses this to provide a very good variety of experiences. The childminder demonstrates an effective understanding of how he safeguards children and their welfare. He has clear safeguarding procedures and a good awareness of how to protect children if he has a concern and ensures that assistants are also confident in their knowledge and practice. Policies, procedures, and other documentation successfully promote children's welfare. For example, the childminder effectively records the attendance of children and assistants. He demonstrates that all adults who work with the children have relevant checks.

The childminder's self-evaluation process is reflective and used well and identifies the continuous progress made since the last inspection. As a result, the childminder has reviewed the adult and child ratio with the co-childminder and assistants. This ensures the children receive good support and supervision at all times in the routine and activities. This has improved their teamwork, communications and planning of activities to further meet the children's individual needs. The improved security to the provision means that this is highly monitored with closed circuit television and an intruder alarm. The childminder's robust risk assessment system and good awareness of informing Ofsted of any changes to the premises has increased the safety procedures and arrangements for children. The childminder develops his practice well by attending training to refresh and update his knowledge.

The childminder's relationships with parents are strong and well established. Parents comment positively about the stimulating environment and resources and how the children progress well particularly with their speech and social interactions. Good communication and sharing of children's experiences mean parents see the television's slideshow of activities they engage in. Effective links are built with the school and other early years settings in promoting a supported approach to children's learning.

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	154011
Local authority	Devon
Inspection number	976957
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	44
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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