

Inspection date	22/07/2014
Previous inspection date	19/08/2013

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 interacting with children and as a result they develop good communication, early language skills, and are sociable.
- 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 warm relationships with the childminder.
- The childminder challenges children's learning through a stimulating environment and activities that engage and encourage their sensory explorations.

It is not yet outstanding because

- The childminder does not always organise the activities for children to experiment and match patterns to further extend and support their mathematical development.
- 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 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.
- The inspector observed the childminder working alongside her co-childminder and assistant.

Inspector

Dawn Biggers

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband and two teenage children in Teignmouth, Devon. Her husband is her co-childminder and she also works with an assistant. Children have access to the dedicated play areas in the childminder's house and all weather area and the front garden area for outside play. The childminder walks or drives to local schools and has facilities to take and collect children. The childminder has 44 children on roll, of these 13 are in the early years age range. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The family has two dogs. The childminder receives funding to provide free early education for two, three and four-year-old children.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their personal independence in the routine
- improve the organisation of activities for children to experiment with mathematical concepts.

Inspection judgements

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

The childminder has a good understanding of how the children learn and develop and the quality of teaching is good. Therefore, children make strong progress in their learning and development. The childminder skilfully uses children's interests well in the planning to engage them in the activities. Consequently, she helps children to acquire the skills well in preparation for school. For example, a child who shows less interest in writing engages in a favourite activity. The childminder uses this interest and they draw a picture with good concentration on 'special' paper. They watch with fascination as this shrinks as the childminder heats this. There is a clear system for tracking children's progress, which means the childminder uses meaningful observations, photographs, and examples of their work by linking this effectively to the seven areas of learning. Her good knowledge and awareness of the required progress check for children who are two years of age engages the parents well alongside seeing their learning journal. Consequently, parents are fully involved in the children's learning and contribute to identifying the children's next steps. There is a good balance of adult led and free play choices and this encourages the children to explore and use their senses well. For example, children experiment with the paint by making handprints and begin to recognise different colours and shapes. Children

after school design their own pictures, using a good range of resources and materials and all age children participate eagerly. For instance, they design a pirate picture and proudly share their achievements with the childminder.

The childminder engages children effectively by asking open ended questions, and as a result children share what they are drawing. She uses opportunities spontaneously to encourage their awareness of letter sounds, such as those linked to their name and they practise these. Children eagerly engage in familiar stories, listening well, as they each take turns to attach the fruit to the puppet. The children use language well and confidently recall and repeat parts of the story. This fun, inclusive story encourages the children's joy of words and literature. Children engage well in group activities, they confidently recognise when the cards shown to them match. However, the childminder occasionally misses opportunities to challenge further the children's learning. For example, she holds and shows the children the cards and this does not encourage children to independently find and match the pictures to increase their mathematical awareness and communications. They learn about rhythm and movement by using their large muscle skills as they twist and turn while dancing to music.

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

Children develop an excellent awareness of their health, safety and wellbeing. They are very actively involved in identifying risks before outings and use excellent safety procedures, such as referring to a child friendly risk assessment. Therefore, discussion very effectively builds on their road safety awareness, and is enhanced through wearing luminous vests and wristbands with the childminder's emergency contact details. Children have access to an abundant amount of fluids and this is encouraged particularly well with sticker rewards. Therefore, they consume unlimited drinks and ice lollies that frequently hydrate them, particularly in the hot weather. 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 these self-care skills throughout the routine. The childminder thoroughly explains potential hazards to ensure the children consistently understand, for instance, why they sit on the chair and do not touch the hot air drier that she uses to shrink their picture. Children after school are vigilant to play with smaller parts in a specified area away from the younger children.

The extensive organisation of activities indoors and outside enables children to engage enthusiastically and to become very active and sociable while receiving plenty of fresh air and exercise. This highly stimulating, welcoming environment has accessible resources that promote and challenge children's learning. Therefore children are exceptionally confident moving between the areas and with their self-care skills of washing and drying their hands in the routine. The childminder is an excellent role model for children, she frequently praises and encourages them and promotes their awareness of good manners. Consequently, they have very high levels of self-esteem, are happy, behave well and are extremely familiar with the routine. Children establish very secure relationships with the childminder. Strong settling in periods includes discussion and gathering detailed information that effectively meet the children's individual needs. This results in the

childminder supporting children's routines extremely well and promotes use of their comforters from home. As a result, children are emotionally very 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 has made good progress since her last inspection. She has a clear understanding of the learning and development, and safeguarding and welfare requirements. The childminder works effectively with her co-childminder and assistant. Therefore, they meet the adult to child ratio in supporting all the children's individual needs. The childminder's good awareness of children's safety means that she always supervises them closely and monitors sleeping children regularly. The childminder's robust risk assessments include clear systems to check and minimise hazards for children. As a result, she has significantly increased the security to the premises by the use of a closed circuit television camera and an audible alarm that sounds on anyone entering the driveway. The childminder demonstrates a good knowledge of her safeguarding procedures. She is clear about what to do if she had a concern about a child's well-being. These good procedures all help to ensure that the children remain safe. The childminder uses an effective self-evaluation process. This uses feedback from the local authority and other support networks and Ofsted to improve aspects of her practice. As a result, the childminder introduced photograph albums for each child to encourage their communication and ability to make choices. There is a strong focus on professional development by attending and refreshing training knowledge and individual appraisals to further support teamwork. Therefore, the childminder demonstrates a good capacity to making continuous improvements.

The childminder has established strong relationships with the parents and as a result, there is good daily discussion and access to the children's learning journals. This includes clear information to help the parents understand how children learn within the Early Years Foundation Stage. Parents' feedback is very positive about the children's care and development, and the excellent range of stimulating activities. The childminder has good links with early years providers and the local school to support a shared approach to children's learning and care. This results in clear communications and contributes to meeting children's individual needs well.

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	154010
Local authority	Devon
Inspection number	980520
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	19/08/2013
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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