

<b>Inspection date</b>	08/10/2014
Previous inspection date	20/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- The childminder provides a good range of activities and experiences, which supports children well in making good progress in all areas.
- The childminder and children share warm and trusting relationships, which effectively support their emotional and physical well-being.
- The childminder supports children's communication and language skills through her positive interaction and engagement.
- The childminder has established strong partnerships with parents. Good communication effectively contributes to meeting individual children's care and learning needs.

### **It is not yet outstanding because**

- The childminder does not consistently use everyday routines to extend children's understanding of number and counting.

## 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 and the quality of interaction between the children and the childminder.
- The inspector engaged in discussion with the childminder and the children throughout the inspection.
- The inspector sampled documentation, including children's progress records.
- The inspector took into account the views of parents from written statements.

## Inspector

Michelle Tuck

## Full report

### Information about the setting

The childminder registered in 1999. She lives with her husband, teenage daughter and a lodger in Ottery St Mary, Devon. Childminding takes place on the ground floor of the childminder's home, which consists of a living room, kitchen/dining room and bathroom. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 22 children on roll, of who four are in the early years age range.

### What the setting needs to do to improve further

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

- provide more opportunities for children to count and use number in everyday routines.

### Inspection judgements

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

The childminder has a good knowledge and understanding of how young children learn and develop. She provides them with a wide range of learning experiences, which interest and challenge them successfully. The childminder finds out from parents about their children's routines, interests and learning needs. She observes the children in their play, using this information to plan effectively for children's next steps in learning. As a result, children make good progress in relation to their starting points and capabilities. The childminder encourages parents' involvement in their children's learning through daily communication, both verbally and in writing, and by keeping them informed about their children's progress. This includes providing parents with a written summary of their child's development when they are between the ages of two and three.

Children are enthusiastic and motivated learners. During the inspection, the childminder successfully engaged the children in playing with the play dough. They rolled the play dough out and the childminder introduced words such as 'smooth' as she described its texture. She showed the children how to press shape cutters into the play dough to make biscuit shapes and found some plates, which they used to serve them. The childminder understands that children enjoy talking about past experiences because it reinforces what they already know and understand. This positively impacts on their growing confidence and helps them to develop essential skills, which prepares them for future learning. During the inspection, the childminder found a photograph she had taken of a snail moving along the window outside. The childminder and children looked at the picture together and talked about the snail's features. The childminder explained that the little feelers on the

top of the snail's head are his antennae. This supports the children's understanding of the natural world.

Children thrive on the individual attention they receive from the childminder. For example, when they were washing their hands, they heard the sound of a digger outside. The childminder made the most of this spontaneous opportunity by following the children's interests and taking them outside to see the men at work. Her effective teaching helped them to recognise what the different machinery does and to think about what is going to happen next. They listened attentively and followed her instructions to cross the road safely. The children enjoyed the opportunity afterwards to use the small toy vehicles to re-enact what they saw. The childminder read the children a story. They listened carefully to her as she described different types of vehicles; they then matched them correctly, placing the corresponding vehicle onto the page of the book. The childminder counted the vehicles as she put them back into the boxes; however, overall, children have fewer opportunities to count and use number in the daily routines.

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

Children are happy and settled in the childminder's care. They have established warm and trusting relationships with her, which successfully supports their emotional and physical well-being. The childminder is kind and gentle in her approach and she ensures that she consistently meets their care routines effectively. This helps children to settle quickly and feel safe and secure. Children understand the boundaries and routines that the childminder has in place; they behave well and obviously enjoy their time at her home. The childminder interacts warmly with the children and they respond with smiles as she gives them lots of praise. This boosts their confidence and self-esteem.

The childminder organises her home effectively, so that children can access toys and resources for themselves. This promotes their independence in their choices and play, and means they can safely explore and investigate. The childminder teaches the children how to keep themselves safe as she talks to them about crossing the road safely and practises the emergency evacuation procedure. This means that children know how to get out of the building quickly and safely in an emergency.

Children learn about the importance of living a healthy lifestyle. They have daily opportunities to benefit from physical exercise and fresh air. For example, they play in the garden, walk to school and use the equipment in the park. Children enjoy a range of healthy snacks and meals, and follow clear hygiene routines. This supports their good health and promotes their understanding of healthy living.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has a thorough knowledge of child protection

issues and has clear procedures in place, should she have any concerns about the children in her care. She has carried out thorough risk assessments on her home and garden, and for any outings that she takes with the children. This all helps to minimise risks to children and helps them to feel safe and secure.

The childminder has established strong partnerships with parents. She shares information with them on a daily basis, both verbally and in writing. She values their contributions about what the children are achieving at home and uses their interests effectively to support learning in all areas. Parents are extremely complimentary of the childminder. They say that she provides a safe and enjoyable environment that helps the children thrive and contributes to their overall well-being. Parents comment that their children are very happy with the childminder and that she is caring, organised and calm. There are good partnerships with other early years settings, such as the pre-school that children attend. The regular sharing of information means that there is consistency for the children, which effectively contributes to their learning.

The childminder has a very good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She gathers information from parents and uses this, along with her own observations, to plan for children's next steps in learning. The childminder effectively monitors the educational programmes she provides to ensure that children have a broad range of experiences that meet their individual needs and interests effectively. She makes good use of self-evaluation to drive improvement. The childminder has successfully addressed the recommendations raised at the previous inspection and has considered aspects of her provision to improve further. She has a positive attitude to her professional development. For example, she has accessed relevant training to keep her knowledge and understanding up to date, such as with regard to safeguarding and changes to the Early Years Foundation Stage framework.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	104139
<b>Local authority</b>	Devon
<b>Inspection number</b>	839272
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	22
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/10/2009
<b>Telephone number</b>	

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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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