

## Inspection date

Previous inspection date

26/11/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 have a good rapport with the childminder. This helps them to feel safe and secure.
- The childminder promotes children's positive behaviour by giving consistent praise and encouragement. This helps to build their good self-esteem.
- The childminder takes sensible precautions in her home and garden to provide a safe environment for children to play.
- Children choose from a good range of toys and resources that are easily accessible. This enables them to make their own choice of what they would like to play with.

### It is not yet outstanding because

- The childminder does not successfully encourage parents to share their child's achievements from home to provide a shared approach to children's learning and development.
- The childminder does not extend children's early mathematical skills so they hear and use numbers more 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 activities indoors.
- The inspector engaged in conversations with the childminder at convenient times.
- The inspector sampled relevant documentation, including some policies, procedures and the childminder's self-evaluation.
- The inspector looked at children's assessment records and daily diaries.

## Inspector

Sally Hall

## Full report

### Information about the setting

The childminder registered in 2012. She lives with her partner and two children in Brixham, in Devon. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age group and older children before and after school. Childminding mainly takes place on the ground floor of the home and children have access to a garden. The family has a cat, goldfish and chickens as pets.

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

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

- improve the sharing of children's progress with parents to promote a more shared approach to children's learning and development between home and the setting
- develop opportunities to extend children's early understanding of mathematics so they start to show more interest in numbers as they play.

### Inspection judgements

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

The childminder has a good rapport with children and provides a homely environment for them to play. This makes them feel safe and secure, and keen to learn. Overall, children are making secure progress in their learning and development. During the inspection, the childminder sat alongside the children as they played. She interacted well with them during their pretend play having a tea party, making cups of tea for each other and blowing the pretend candles out on the cake. She used this opportunity well to encourage the children to express themselves and taught them to share and take turns as they played. This develops children's imaginative play and their social skills as they form positive relationships with others. The childminder rotates her resources to provide variety for the children. These include a good range of role-play resources that help them learn new skills as they play. For example, the childminder teaches children how to hold and use the plastic knives correctly. This helps them learn their personal independent skills needed at meal times.

Children are keen to see how things work as they play with technology toys. This helps them to solve problems and learn cause and effect as they press different buttons. The childminder plans craft activities, enabling children to be creative, for example, making bunting for the playroom. The childminder misses opportunities to extend children's early mathematical skills so they hear and use number more. For example, counting in

sequence and for a purpose as they play and singing more number songs. Children enjoy stories. They confidently chose books for the childminder to read to them. This helps to develop their early interest in reading.

The childminder completes well-documented learning journals showing the progress children are making. This helps her to plan for the next steps in their learning and development. However, the childminder does not actively encourage parents to share their child's achievements from home to promote a more consistent and shared approach to children's learning and development.

The childminder takes children to school events so they become familiar with the school environment before starting school. Children have regular outings and visits to places of interest. This helps them to learn about the local community and the wider world.

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

Children are very happy and settled with the childminder. The childminder has a good induction with parents before their child starts. This provides her with detailed information about the children's daily routines and individual needs. The childminder teaches children how to play safely, for example, not to stand on chairs. She teaches children to be safe when out walking and they know they must hold hands and know not to run off. The childminder gives children consistent praise and encouragement. Consequently, children play well alongside their friends and behave well.

Children have fresh air each day. They enjoy playing in the garden with a good range of equipment to support their physical development. They have visits to the park, which gives them plenty of space to run around and explore. The childminder teaches children good hygiene practices through daily routines. Parents supply meals and the childminder supplies snacks for the older children. During the inspection, she sat alongside the children at lunchtime, helping them to learn good social and communication skills.

The childminder works closely with parents to provide consistency of care. She respects their wishes for when children have a sleep during the day. The childminder takes children to local groups. This gives them the opportunity to make new friends and helps to develop their confidence to learn to play in new environments.

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

The childminder has a secure understanding of the requirements of the Early years Foundation Stage. Overall, she provides good quality learning experiences for children. She ensures she supervises children well at all times. She undertakes risk assessments for her home and any outings. She takes sensible precautions in the home and the garden to provide a safe environment for children to play. The childminder is clear of the procedure to follow in the event of a child protection concern to protect children's welfare. These

measures show the childminder securely promotes children's safety, welfare and well-being.

The childminder keeps parents well informed each day through discussions, email, text messages and a daily diary. She tells them about how their child has been and what they have been doing. This helps to provide consistency of care. The childminder has received positive feedback from parents, valuing the care she provides and how they feel reassured knowing that their child is being cared for well. The childminder has comprehensive policies that she shares with parents so they are clear of her practices and procedures when caring for their children. Contracts with parents mean there is a clear agreement about the care she provides and includes the required parental consents. This means both parties are clear about expectations and procedures. The childminder is clear of the requirement to carry out the progress check for two-year-old children.

The childminder has started to reflect on her practice to identify her strengths and areas for her own development to enhance the learning opportunities for children. She meets regularly with other local childminders to share good practice and to keep up-to-date with changes in legislation. This allows her to provide children with a well-balanced educational programme that supports them in making good progress in their learning and development.

### **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>	EY445199
<b>Local authority</b>	Torbay
<b>Inspection number</b>	890216
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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