

# Childminder Report

**Inspection date**

23 October 2015

Previous inspection date

10 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The partnerships with parents are exemplary. Staff complete detailed records that show the progress that each child is making across all areas of learning. They help parents to build on their children's learning at home. Staff work well with other professionals.
- Staff support children's physical skills particularly well. The safe, stimulating outdoor environment gives children very good opportunities to be active as they run about freely and learn to take appropriate risks.
- There is a strong emphasis on supporting children's early literacy skills. Children learn to link sounds to letters, for example, as they take part in writing and rhyming activities.
- Children are happy and settled. Staff establish warm and caring relationships, which help children to settle well and develop in confidence.
- The manager demonstrates a positive attitude towards developing practice. She evaluates and monitors staff practice and children's progress effectively, and identifies areas for improvement.

### It is not yet outstanding because:

- Staff are enthusiastic and have high expectations of all children as they plan and implement activities to support children's mathematical development. However, at times, some activities are too challenging for some of the younger children. As a result they lose concentration during small group activities.
- There is a well-established programme for staff training and supervision, underpinned by observations of practice. However this does not clearly identify how staff can further improve and develop their practice to become even more effective teachers.

## What the setting needs to do to improve further

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

- develop further the educational programme for mathematics to ensure that it fully supports the development needs of all children, particularly the younger ones, at all times
- strengthen the existing systems for staff supervision to identify how to further develop the existing good practice.

### Inspection activities

- The inspector undertook observations of children and staff interactions with them, both inside and outdoors.
- The inspector spoke to staff and had discussions with the nursery manager.
- The inspector spoke to a number of parents to gain their views of the setting.
- The inspector reviewed a sample of relevant paperwork, including policy documents, children's learning records and planning documents.
- The inspector invited the manager to complete a joint observation with her. This was not taken up.

### Inspector

Janet Harvell

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a good understanding of the Early Years Foundation Stage; she plans activities that cover all areas of learning and build on children's skills and understanding. This means that all children are making good progress in their development, relevant to their starting points. The manager is currently completing an early years post-graduate qualification, which she uses well to develop existing practice. For example, the well-designed outdoor area promotes children's self-confidence and independence, and prepares them well for the next stage in their learning. The setting has not notified Ofsted of adults who live in the residential areas located above, and attached to, the nursery. This means that the setting has failed to meet in full the safeguarding and welfare requirements. All adults have completed Disclosure and Barring Service checks and staff ensure that children are always supervised. Therefore, the impact of this breach on the safeguarding of children is minimal. Discussions with staff about the safeguarding practices in place show that the safeguarding is effective.

### Quality of teaching, learning and assessment is good

Staff carry out weekly observations on each child and use these to identify children's progress towards the early learning goals. Staff use this information effectively to set individual targets which support children's continued development. Children enjoy their time in the homely, well-organised environment; they make spontaneous choices from the wide range of resources both inside and outdoors, and are becoming independent learners. Adult-led activities support children's early language well. For example, while preparing pumpkin soup, children discussed the texture of the vegetable and were encouraged to use words that described the differences between the raw and cooked soup. There are good opportunities for children to explore the local environment; for example, they go on regular walks, where they talk about the differences they observe.

### Personal development, behaviour and welfare are good

The daily routine provides good opportunities for children to develop self-care skills as they wash their hands before eating and cooking. They also develop coordination, for example, as they pour their own drinks at snack time. Children's awareness of safe practices are demonstrated when they explain the rules to be followed when using knives for cutting up pumpkins to be used in a soup recipe. Children behave well; they take turns and learn to say 'please' and 'thank you'.

### Outcomes for children are good

All children make good progress in their learning and development. They have good opportunities to take part in both adult-led and child-initiated activities. These help them to learn new skills and gain in confidence and independence.

## Setting details

<b>Unique reference number</b>	105912
<b>Local authority</b>	Devon
<b>Inspection number</b>	845886
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 May 2011
<b>Telephone number</b>	

Start Right Nursery School first registered in 1988. The nursery is privately owned and operates from the proprietor's home in the Countess Wear area of Exeter, Devon. It is open from 8am to 6pm, Monday to Friday, during school term times. It provides funded early years education for children aged three and four years. Most staff hold early years qualifications at levels 2 or 3. There are two staff with Qualified Teacher Status, and the manager holds Early Years Professional Status and is a qualified teacher. The nursery also receives funding to care for children under the local authority's '2together' programme.

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