

Childminder Report

Inspection date

2 November 2015

Previous inspection date

20 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provider has a robust understanding of her responsibility to meet all requirements of the early years curriculum.
- The provider and staff team provide a warm and welcoming indoor environment in which children can choose from a good range of stimulating resources. This interests children and motivates them to explore, and supports them to develop a positive attitude towards learning in preparation for school.
- Staff routinely help children to speak clearly and encourage children to think about and give more complex responses when asked questions. Children confidently start discussions and share their ideas with staff and their friends.
- Staff form strong working partnerships with parents. They work together successfully to support children and meet their care and learning needs.
- The key-person system is highly effective. Children form strong attachments with their special person, which builds their confidence. It effectively teaches them the social skills required to make friends and settle quickly.

It is not yet outstanding because:

- Outside play resources or activities do not always challenge and extend children's learning across different areas of their development.
- The provider has a good knowledge of children's current stage of development. However, systems to check on their progress in the longer term do not always identify how different groups of children make progress.

What the setting needs to do to improve further

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

- extend learning for children who choose to explore, investigate and play imaginatively outdoors by having resources and experiences that stimulate and challenge them
- ensure that assessment arrangements identify stronger and weaker areas of progress in children's learning.

Inspection activities

- The inspector observed children's self-chosen play indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the manager, children, their parents and staff at appropriate times during the inspection.
- The inspector looked at a variety of documentation, including children's development records, staff's qualifications and suitability checks.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust staff recruitment and induction processes ensure the suitability of all staff who work with children. Staff have a working knowledge of appropriate procedures to follow if they have any concerns relating to children's welfare. Daily premises checks ensure that children play in a safe environment. This all successfully promotes children's general safety. Through supervision meetings and peer observations, the provider identifies and supports staff's training needs to further their professional development. For example, a member of staff is due to learn sign language to continue to build children's confidence to communicate with staff and each other. Self-evaluation arrangements are effective. The provider proactively seeks support from other professionals to identify areas for development and to consider ways to address these.

Quality of teaching, learning and assessment is good

The quality of teaching is strong. Staff plan activities that generally meet children's individual next steps, which means that children make good progress as they build on their skills and knowledge. Children enjoy learning and share their knowledge with staff and friends. For example, they enthusiastically ask to count aloud by themselves and other children listen patiently before asking to have a try. Younger children learn to balance and move in different ways as they climb the soft play blocks, helping to develop their physical skills. Staff know children well and understand how to seek additional support if they identify delays in development, including by working closely with external agencies.

Personal development, behaviour and welfare are good

Staff work well with parents to identify consistent care routines and meet children's individual needs. Children are happy and confident, and play well together. For example, during a game all children were eager to take a turn to sit in the middle of the circle and guess which of their friends was hiding an object. Staff routinely use different ways to praise children's efforts and achievements or to remind children to use good manners. This helps children to understand the expectations, so they behave well. Children often use their initiative to solve minor disagreements. For instance, two children both wanted to use different resources to paint with and so decided to swap with each other. Children take responsibility for small tasks, such as the 'snack helper' who gives out plates and cups to other children. This helps children to develop their sense of independence.

Outcomes for children are good

Children make good progress. They have time to lead their play and staff use their knowledge of individual children well during these times to extend their learning. Children enthusiastically engage in activities and staff plan good learning experiences which develop their communication, number and social skills.

Setting details

Unique reference number	EY443539
Local authority	Torbay
Inspection number	984972
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Age range of children	0 - 4
Total number of places	15
Number of children on roll	31
Name of provider	
Date of previous inspection	20 July 2012
Telephone number	

Buttercups Childcare registered to provide childcare on domestic premises in 2012. It operates from a private house in Torquay, Devon. The setting has funding for children aged two, three and four years old. It is open each weekday, from 8am to 6pm, for 51 weeks of the year. The provider employs five members of staff to work with the children, all of whom hold early years childcare qualifications at level 3. The provider holds a relevant qualification at level 4.

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