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|--------------------------|----------------|
| Inspection date | 15/11/2012 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|----------------|
| | Previous inspection: | 2 |
| | | 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's learning and development is skilfully planned, observed and assessed to meet their individual needs and identify their next steps. This is effectively shared with parents.
- Children's learning and development is really well supported by the childminder, who engages children in exciting activities and outings, with an emphasis on child led play and ideas.
- Children benefit from healthy snacks and nutritious homemade meals, which they are involved in shopping for and making.
- Children have very positive attachments to their key person, benefiting from their individual needs being well understood and met effectively.

It is not yet outstanding because

- The childminder has not yet established links with some settings children also attend.
- The children attending come from different cultural backgrounds, however, the resources do not fully reflect these.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children in the main play area whilst looking at safeguarding and welfare documentation.
- The inspector took into account parents views.
- The inspector carried out a tour of the house.
- The inspector observed children having lunch whilst looking at learning and development documentation.

Inspector

Sara Bailey

Full Report

Information about the setting

The childminder registered in 2012. She lives in Exmouth, Devon with her partner. Her co-childminder is also registered at this setting. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll, all of whom are in the early years age range. The childminder supports children who speak English as an additional language.

Childminding mainly takes place on the ground floor, with the first floor only used for bathroom and sleeping facilities. The childminder is registered to provide overnight care. The children are taken to local parks and amenities for physical play. The childminder has an Early Years Degree.

What the setting needs to do to improve further

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

- develop children's learning and development further by a) providing books and toys which represent children's specific diverse backgrounds b) sharing children's development with all other settings children attend.

Inspection judgements

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

Children enjoy the happy, welcoming, fun environment which enables them all to make good progress towards the early learning goals. The childminder is confident at planning and delivering a wide range of activities, which reflect the children's interests and meet their individual needs really well. For example, she identifies when a new activity is required in order to keep young, excited children interested. She provides a range of different building blocks for all ages to be involved in a group activity. Older, more able children use small wooden bricks and younger children use large, brightly coloured plastic bricks to build. The childminder offers differing levels of support to the children, as required. The childminder's enthusiasm for an activity engages children in meaningful play. She uses effective communication to extend their learning and introduce new words and vocabulary. The childminder is also skilled at understanding how the play develops and encourages children to lead the play. She supports babies well whilst they choose to push the toy box around or sit in it. For example, she helps the children climb in and out and she gives them toys to play with in the box. Babies are given exciting, sensory resources, whilst she reads stories to the toddlers as she is aware of their differing attention spans. She uses her voice effectively to bring the story alive. Children also benefit from many outings to develop their understanding of the world and promote physical development as the childminder does not have a suitable garden for outside play.

The childminder's knowledge of individual children is evident from her simple, yet effective 'All about me' books. These are full of photographs and observations linked to the seven areas of learning. They also show the developmental age the observation relates to in the publication 'Development Matters in the Early Years'. This shows she knows her key

children really well and is clearly identifying their next steps for learning, based on their starting points and progress. The skills the children develop from interesting and challenging activities help to prepare them for the next stage in their learning, including going to school. The childminder uses these books effectively to assess children's learning and shares them routinely with parents. She uses some Makaton sign language to help communicate with the children, but in particular those whose parents who use it at home, to support their home learning style. The childminder has identified the first children she will complete the two-year-old progress checks on, once she has completed her training.

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

Children form secure attachments with their key person. The two childminder's have very clearly defined roles which strongly support children's well-being and independence. For example, when the childminder's key child hurts themselves, it the childminder reassures them and soothes with a cold flannel to put on the bump. The childminder completes accident records and shares information with parents. Children learn how to keep themselves safe through discussions and good practices. From a very young age they are involved in the clearing away of toys when finished with so as to keep their play area clear, safe and avoid tripping hazards. Children learn how to use the stairs safely with support as part of their daily routine to use the first floor bathroom.

Children learn how to be healthy from their positive hygiene routines, such as regularly washing their hands and faces. Children choose which coloured flannel they will use each day. This helps develop their good vocabulary and knowledge as very young children use words such as purple and orange and identify these colours. Children remind the childminder of their well established health routines. They know they are to sit down when they help themselves to a drink during the day, to prevent accidents. The childminder protects children from cross infection as they have their own cups, with their cup colour matching their flannel colour for the day. Babies' lidded beakers have the spout protected to prevent germs spreading. Children benefit from healthy, nutritious snacks and homemade meals. They develop further understanding of healthy eating as a result of being involved in the shopping of fruit and vegetables for snack time. They make daily visits to the local greengrocer, where they are encouraged to select exotic foods.

Children's good behaviour shows that they feel safe in the setting. They are very kind and considerate to each other. The children share toys well and have positive relationships with each other and the childminders co-worker. The childminder is a good role model for the children in her care. She praises and encourages children, which promotes their self-esteem and confidence. Children benefit from a range of exciting toys, with ample supplies of those which are popular. For example, all children are able to play with toy telephones at the same time, which overcomes any sharing problems and enhances children's learning. They are able to concentrate on the play and enjoyment of the activity, which clearly helps their communication and social skills. These are key skills for helping children to prepare for the next stage in their development. However,resources to reflect all children's home languages and cultures are limited.

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

The childminder's understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage is good. The childminder takes the lead role for safeguarding when working with her co-worker as she is experienced in this area from her previous nursery role. She has completed training and is confident about procedures in line with the Local Safeguarding Children Board. She has ensured their shared policies are up to date and implemented consistently. The childminder and her co-worker take equal responsibility for all other areas, such as risk assessments. All potential risks have been identified and addressed, with effective use of safety gates, child sized furniture and large, spacious play areas.

The childminder has a good overview of the learning and development requirements and meets these effortlessly with her strong knowledge of how children learn and how to skilfully support them. Her planning and assessment is professional and shows children's clear progress. She is very aware of the procedures to follow if she has concerns about a child's development and how best to support them. She is aware of the importance of working in partnership with other settings children attend and has made links with some of them. She has established positive partnerships with parents and involves them in all aspects of their children's care. For example, daily diaries between home and the setting contain detailed information. The children's learning and development books are regularly sent home, the weekly menu is displayed and parents have easy access to all policies.

The childminder and her co-worker have completed their self-evaluation together, taking into account the views of parents and children. The childminder is aware of her strengths and weaknesses and she has an action plan to address the areas for improvement. For example, she has booked training for the two-year-old progress check assessments and has identified the need to make contact with new settings children have recently started attending in order to share information and promote continuity of care.

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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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 | EY444748 |
| Local authority | Devon |
| Inspection number | 796467 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |

| | |
|------------------------------------|----------------|
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| 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 that are usually their 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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