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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 love of books are promoted effectively through the reading of stories spontaneously throughout the day as children request. Story time helps children to develop language and listening skills and a story at sleep time helps children feel secure.
- Children's social skills and good behaviour are consistently promoted by the childminder through discussion and positive role modelling.
- Children are encouraged to think and problem solve in their play, such as listening to sounds around them and saying what it could be. They learn about how some toys are battery operated and why the batteries need to be replaced.
- 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

- Links have yet to be established with some settings children also attend.
- Resources do not fully reflect backgrounds and cultures of all those children attending.

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 is registered to provide care from her co-childminders home in Exmouth, Devon. The household consists of the co-childminder and her partner. 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.

Childminding mainly takes place on the ground floor, with the first floor only used for

bathroom and sleeping facilities. The children are taken to local parks and amenities for physical play. The childminder supports children who speak English as an additional language.

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

The childminder and her co-worker provide a happy, welcoming, fun environment in which all children make good progress towards the early learning goals. The childminder has implemented good planning, observation and assessment systems, which are ever evolving as she increases her knowledge and experience. These reflect individual children's interests, starting points and identified next steps well. The childminder has identified children for their two year progress check assessments and these are to take place as soon as she has completed the training, as she is aware of the importance of these. The childminder supports children's play effectively, with some of her time extending their learning and giving them ideas and at other times appropriately sitting back allowing children to explore for themselves, ready to assist when they need help. For example, during a group music session, she steps in when a child becomes frustrated that part of the instrument they have made with different length tubes falls apart. She suggests they play a song and she sings along to it, which distracts the children from the problem and engages them in a new skill.

The childminder promotes all areas of learning well, with much emphasis on books, stories and language development. She reads children stories spontaneously as they request them and at key times. The childminder talks to the children throughout their play, which encourages children to interact with her and each other continuously. There is a lovely buzz of conversation even though the children are very young, as they are developing strong communication skills. She encourages children to listen and problem solve, for example, during play will often stop and ask the children what they can hear, such as a neighbour vacuuming or a workman banging. Children are very engaged and learn about

the wider world through daily outings and watching the recycling men at work each week, They learn about how things work with discussions about needing new batteries for some toys. Children are learning new skills and have a positive attitude to learning, which prepares them well for the next stage in their learning.

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

The childminder and her co-worker have very clearly defined roles with their key children. This helps them form secure attachments and strongly support children's well-being and independence. For example, at afternoon nap times, the childminder settles her key children to sleep with a bedtime story. Children clearly feel very secure and settle well to sleep, with some children asking to go to bed when tired, enjoying the one-to-one time with their key person. Babies appropriately seek out their key person for affection and reassurance throughout the day. They use actions to communicate their needs, which the key person is well tuned into. For example, they reverse back into the childminder to let her know they want to sit on her lap.

Children learn how to be kind and considerate to each other from the childminder's positive role modelling and reminders of how to say something kindly when children forget. Children grow in confidence with praise and encouragement. Children benefit from everyday routines which promote their independence. For example, they all eat lunch together at a low table and chairs, which promotes a positive social occasion. Children encourage each other to eat up their healthy, nutritious, home cooked meals. During which they identify different vegetables and talk about the importance of eating healthily. Children have good appetites and eat well, using cutlery skilfully from a very young age.

Children learn how to be safe through discussions in the home and when on outings, for example, children are involved in practical road safety and fire safety activities. Children are very eager to help the childminder pack away toys after one session ready for the next exciting activity. They pre-empt routines and start to get their chairs out for lunch time, learning how to manoeuvre them safely. Children have a wide range of toys and activities, which meet most of their individual needs really well. However, the books and toys do not reflect some children's home cultures or languages.

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

The childminder has a good knowledge of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She learns about safeguarding issues from her co-workers lead, who has safeguarding experience. The childminder conducts a risk assessment of the co-childminders home on her arrival each day so they share the responsibility for safety. Children's safety is given a high priority.

The childminder continuously reviews her planning, observations and assessments to ensure they meet children's individual needs. She looks for ways to improve how she

identifies the children's progress towards the early learning goals. She has a good understanding of the learning and development requirements. The childminder shares children's learning with their parents at regular intervals. They also have detailed daily diaries and interaction to keep them well informed. The childminder's wealth of knowledge about her key children shows she values the information parents share with her about their development, likes and interests. She has made links with some settings children attend, but not all. She is aware of the importance of these partnerships in meeting children's individual needs.

The childminder completed a joint evaluation of her practice with her co-worker. They identified they have a good knowledge of their strengths and weaknesses. The childminder has booked training for the two-year-old progress checks. She is due to commence an early years level 3 training course, demonstrating her commitment to provide the best possible care for the children.

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 | EY445284 |
| Local authority | Devon |
| Inspection number | 796475 |
| 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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