

Inspection date	11/11/2014
Previous inspection date	03/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The childminder plans a broad range of activities and outings that supports children's individual interests well.
- The childminder takes sensible precautions in the home and garden to provide a safe environment for children to play.
- Children have a good rapport with the childminder. This helps them to feel happy and safe.
- The childminder has a good partnership with other settings children attend to provide a shared approach to children's learning and development.

It is not yet outstanding because

- The childminder does not successfully encourage parents to share their child's achievements from home so she can build on what they are learning.
- The childminder does not always extend the learning opportunities for children during all planned activities to provide extra challenge for them.

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 and the garden.
- The inspector engaged in conversations with the childminder at convenient times.
- The inspector sampled relevant documentation, including some policies and procedures and the childminder's self-evaluation.
- The inspector looked at children's learning journals.

Inspector

Sally Hall

Full report

Information about the setting

The childminder registered in 2002. She lives with her husband and two children in Paignton, Devon. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers overnight care. Childminding mainly takes place in the playroom but children may use other parts of the home. There is a garden for outdoor play. The home is accessible via a sloping, private drive. The childminder is within walking distance of green spaces and a short drive to schools, pre-schools and parks. The childminder is currently caring for five children in the early years age group and collects older children from school. The family has a pet cat.

What the setting needs to do to improve further

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

- encourage parents to share their child's achievements from home to provide a more shared approach to children's learning and development
- extend the learning opportunities during all planned activities to provide extra challenge for children.

Inspection judgements

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

The childminder plans a broad range of activities in her home and outings to help children make secure progress in their learning and development. Children are keen to learn and concentrate well at their chosen tasks, for example, during craft activities, when making binoculars. Although at times, the childminder does not always extend the learning opportunities further for the older children during some planned craft activities, to provide extra challenge for them, for example, by providing scissors for them to try to use. The childminder plans themes for the children that help them learn about the changing seasons. Children enjoy visits to the woods and the beach to collect items to make pictures with and to learn about nature and wildlife. The childminder teaches children about the wider world and diversity by celebrating different festivals throughout the year. Children learn problem solving by completing puzzles, working out how things fit together.

Children confidently choose what toys they would like to play with, for example, they chose books for the childminder to read to them. They have visits to the library where they select books, which encourages their early interest in reading. Children enjoy puppet shows and act out a story the childminder has read to them. The childminder sets up props for the children to use. She places a water tray outside for a river and cotton wool

buds to throw in the air to make a snowstorm as they go on their bear hunt. The childminder encourages children to be skilful communicators by repeating words and asking questions to extend their early vocabulary. Children enjoy cooking activities and planting to support their developing interests well.

The childminder completes well-documented learning journals with photographs of the children at play, some of their work and their planned next steps. She uses these successfully to support her planning and to provide activities for children's individual interests, helping them to make secure progress in their learning and development. The childminder does not successfully encourage parents to share their child's achievements from home so she can build on children's home learning experiences. The childminder works well with other early years settings children attend, to promote consistency in children's care and learning.

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

The childminder has a good rapport with the children. This makes them feel safe and secure. The childminder interacts well with children as they play, teaching them to share and take turns. Children listen to instructions and actively help at tidy-up times. This helps them to take responsibility and work with others. The childminder gives children consistent praise and encouragement. This helps to build their good self-esteem and helps them learn to behave well as they play alongside their friends, sharing and taking turns.

The childminder has a good range of warm clothing and boots so that children can play outside in all weathers. Children confidently get themselves ready to go out to play and enjoy fresh air each day. They have visits to the park and enjoy playing in the garden. This provides space to run around and be physically active using swings, a slide and ride-on-toys. The childminder teaches children to be safe during outings. She promotes the Green Cross Code and teaches them about stranger danger. Together they practise the fire drill; this helps children learn what to do in the event of an emergency. Overall, parents supply meals and children confidently say when they are hungry. They know to eat their savoury items first. The childminder uses meal times to promote children's good social skills and to learn about healthy lifestyles.

The childminder promotes good hygiene in the home and children learn positive hygiene routines from a young age throughout the day. The childminder gives children gentle reminders to wipe their noses and to wash their hands before meals. This helps children learn to be confident in their own self-care. The childminder works closely with parents to help children feel safe and settle when they first start with her. Children grow in confidence and confidently interact with visitors to the home.

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Overall, she provides good quality learning experiences for children. She keeps up-to-date with changes in legislation. She has completed a broad range of courses to extend her knowledge of how children learn through play. This helps her provide a balanced educational programme through planned activities and outings to meet children's individual interests. Therefore, children make good progress in their learning and development from their starting points. The childminder takes sensible safety precautions in the home and garden to provide a safe environment for children to play. The childminder supervises children well. She has a secure understanding of the procedure to follow in the event of a child protection concern to protect children's welfare.

The childminder uses daily discussions to keep parents informed of how their child has been. This helps to promote consistency of care. Procedures for parents to share children's learning from home are less successful. The childminder has received very positive comments from parents. They value how she cares for and supports their children, so they are prepared well for starting school. The childminder reviews her policies and procedures each year and has her training certificates and information displayed for parents to see. This provides parents with reassurances about the quality of service and their expectations of her practices.

The childminder evaluates her practice to identify her strengths and areas that she can develop further. She is pro-active in monitoring what she is providing. This helps her to improve outcomes for children so they make good progress in their learning and development and are ready for starting pre-school and school.

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	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

Unique reference number	-----
Local authority	Torbay
Inspection number	832872
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	03/02/2009
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, 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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