

Inspection date

31/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has high expectations for herself and the children, which is evident in her comprehensive website. It contains clear information for parents about all aspects of her childminding and how she works with her co childminder to support children's individual needs.
- The childminder places a strong emphasis on promoting children's good health and emotional well-being. Children enjoy healthy home cooked meals and have time for rest and relaxation as well as active play. Children are very settled and secure with the childminder.
- The childminder plans interesting topics and activities for children, such as, autumn crafts, investigating objects that fly and making their own tie-dye fabric. She shares information with parents so they can expand on these ideas at home.

It is not yet good because

- The childminder plans a variety of activities but does not always implement them effectively when minding children of different ages. Consequently, younger children are not always fully involved and supported in their play.
- The childminder is developing records of children's learning, although she is not yet identifying children's starting points when they first attend or tracking their achievements against the expectations of the early learning goals. This means she does not have an accurate understanding of the progress they are making or areas where they may need additional help.

- There are a variety of resources for children to access. However, the childminder does not always present them imaginatively to engage children's interest and encourage independence. Additionally, the childminder does not always consider the safety of the tools she is using with the children.

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's play, indoors and outdoors.
- The inspector spoke with the childminder, her co-childminder and children.
- The inspector examined documentation including a representative sample of children's records, regulatory documentation and letters from parents;

Inspector

Marilyn Joy

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband, who is also her co-childminder, and their two young children in Northam, North Devon. The ground floor and a bedroom are used for childminding and there is an enclosed garden for outside play.

The family have a cat and a dog. The childminder walks to local schools to take and collect children. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age group. Children from eight to 11 years also attend. The childminder and her co-childminder also work for the local authority and offer respite care for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure every child's learning and care is tailored to meet their individual needs, particularly when caring for children of different ages, by a) reviewing the planning and implementation of activities; b) adult involvement to ensure they are relevant to children's interests and stage of development.

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

- review the organisation of resources, indoors and outdoors, to arouse children's curiosity and sustain their interest; encourage greater independence and be ready to support and extend them where needed
- ensure children's safety by teaching them how to manage potential risks, for example, after using sharp knives they need to be put safely away
- involve parents in identifying children's starting points for learning and track children's progression towards the early learning goals by using. This can be done through the use of publications like Development Matters in the Early Years Foundation Stage.

Inspection judgements

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

The childminder offers a caring and friendly environment where children are happy and settled. She offers a varied range of activities to support children's learning in all areas. They dye fabrics, make caterpillars for displays and experiment with different paint effects. The childminder links activities to the time of the year and seasonal events, which helps children learn about the world around them. They have an allotment where they can grow and harvest vegetables. They hunt for mini-beasts and gather sticks to make a skeleton.

The childminder plans activities that help children to learn about recycling, experiment with objects that fly and extend their imaginative play into practical experiences. For example, young children pretend to have a picnic and make cups of tea. The childminder identifies how they can use this to develop skills with pouring and serving drinks.

The childminder plans activities to suit younger children, such as exploring play dough and gloop. In the garden they have plenty of space for energetic play and they join the older children to collect sticks for their models. There is a play area where children can explore sand and a playhouse. However, these resources are tidied away once the weather deteriorates, which leaves little to inspire and engage children's curiosity. During the holidays the childminder and her co-childminder also care for older children and offer respite care for children with special educational needs and/or disabilities. This results in, the planning not always including activities especially suited to the younger children, such as, gloop and playdough. In addition, younger children are not always encouraged to become fully involved in the activities offered, such as, making pumpkin lanterns. There are resources they can choose from and direct their own play, but they are not always very exciting and without adult support they lose interest.

The childminder regularly observes children and plans activities to help them progress. She gathers some information from parents when children first attend which helps her begin to identify what they can do. The childminder gets to know children well and has a clear understanding of how they learn. She links children's activities and her planning to the areas of learning to make sure there is breadth to the programme offered. However, the childminder is not using the information she gathers effectively to match children's achievements against the expectations of the early learning goals. As a result, she does not have a clear picture of the progress they are making or their next steps in all areas. Overall, children are moving forward and steadily developing the skills they need for future learning. The childminder recognises the importance of introducing key skills routinely as part of everyday experiences. For example, she encourages children to count how many stairs when going up to the bathroom and often provides a running commentary of activities to help younger children with their language skills. Baby signing and the use of makaton signs helps very young children with their early communication.

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

Children develop strong bonds with the childminder. They demonstrate this in the relaxed and confident manner in which they interact with her. The childminder presents a positive role model to children. She is enthusiastic and interested in what they have to say. She encourages them and praises their achievements, which boosts their confidence and self-esteem. Children behave well because they receive good support and clear guidance from the childminder. For example, they know where they can play in the large garden, that they should wash their hands before meals and clean their teeth afterwards. Children's independence is often encouraged, although the step stool is not always available so they can reach the basin without help. Generally, children learn to manage tasks for themselves which helps to prepare them for the next stage in their learning. They find their shoes when it is time to go outside and gain competence in climbing the stairs safely and using

the steps in the garden. Most areas are suitably risk assessed and measures put in place to keep children safe. However, the childminder does not always ensure she teaches children good practice after using sharp tools, such as when making pumpkin lanterns. On this occasion, the co-childminder was nearby which reduced the risk to children. The childminder involves children in regular fire drills which helps them know what they need to do in the event of an emergency.

There is a dedicated playroom for children to use. It contains a variety of good quality resources for children to explore. Children enjoy looking at books and using the play kitchen. They develop problem solving skills when building with wooden blocks and fitting the train set together. Older children can work out how to put the marble run together so that the marble runs from top to bottom. There are a variety of arts and crafts materials, as well as, some dressing up and positive images reflecting diversity in society. There is plenty of space in the garden and some resources to explore, although not a wide range to support all areas of learning.

Children enjoy a healthy lifestyle with the childminder who places a high priority on supporting children's emotional and physical well-being. The co-childminder produces a well-balanced and nutritious menu that takes account of children's individual dietary requirements. Children enjoy the home-cooked meals and eagerly help the childminder when she is making juice from freshly squeezed oranges. Children play outdoors daily and develop their physical skills as they handle different tools and equipment. Children join in with yoga, meditation, music and movement.

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

The childminder is generally well-organised. She has a clear understanding of child protection issues and knows what to do if she has concerns about a child in her care. Generally, she implements suitable safety measures to keep children safe and protect them from harm. She ensures all the required documentation is in place to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder is developing records of children's achievements, although these do not clearly show how each child is progressing.

The childminder is enthusiastic in her care of the children and keen to offer a holistic approach that supports children's all round development. Alongside her co-childminder she has developed a comprehensive website which provides detailed information for parents about the ethos of the service they provide. It includes detailed policies and procedures so that parents are fully aware of how they organise children's care and learning. It describes their clear plans for the future, such as, developing a forest school initiative to promote outdoor learning. The childminder is beginning to evaluate her practice and identify plans for further improvement. She wants to attend further training to extend her skills. She seeks the views of parents to help her with this process. Parents comment on how much their children enjoy attending and how settled their children are. They appreciate the varied activities and positive support they receive. Currently, there are no children

attending another setting or who require additional support. The childminder is aware of the importance of liaising with other settings and agencies so they can work together and achieve continuity in their care and learning.

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	EY439234
Local authority	Devon
Inspection number	801880
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
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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