

Inspection date	08/01/2013
Previous inspection date	15/11/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 builds strong relationships with children and their families. She regularly seeks parental feedback about the quality of her service, and ensures a regular flow of information between herself and parents.
- The childminder employs strong risk assessment systems, and closely supervises the children in her care, both in her home and while walking from nursery and school.
- The childminder facilitates child-led play well, and as a result, children are settled and secure in her care.
- The childminder maintains purposeful relationships with other childcare and teaching professionals to further ensure a good flow of information between home, herself, and other settings that minded children attend.

It is not yet outstanding because

- The childminder has not formalised her system for recording children's progress.

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 activities in the home.
- The inspector spoke with the childminder at various times throughout the observations.
 - The inspector looked at the childminder's training records, children's records, letters and references from parents, and a sample of the childminder's policies, procedures and welfare documentation
- The childminder observed the childminder and her charges as they walked from nursery to her home.

Inspector

Leoarna Mathias

Full Report

Information about the setting

The childminder has been a registered since 2003. She lives with her partner and her three children in a three level town house in Tavistock, Devon. Children will be cared for mainly on the first floor, which is accessed via stairs and consists of a kitchen, toilet and lounge with sliding doors leading to the enclosed garden. There are three bedrooms and a

bathroom on the second floor and an additional bedroom with en-suite bathroom on the ground floor but these areas won't generally be used. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has six children on roll, three of whom are in the early years age range, who attend almost full time.

What the setting needs to do to improve further

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

- strengthen the assessment of children's progress and share this more fully with parents

Inspection judgements

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

The childminder has a good understanding of how children learn and develop and knows the children in her care well. She can informally share a detailed picture of their levels of attainment, however her systems for recording assessments of children's achievements are not yet fully developed.. Children are happy, engaged and confident as they make good use of the activities on offer, responding positively to the consistent routine employed by the childminder. She is also flexible and responsive, and able to engage with children as they play with self-chosen resources. She then assists them in developing their play so they can extend their learning. Again, through her 'home' books and other informal methods, she shares her knowledge of children's progress through regular discussion with parents.

The childminder responds well to children's particular interests offering younger children full support as they explore their environment, and facilitating and extending the play of older children as they access good quality resources. A young toddler wants to climb and practice walking, and the childminder strikes an effective balance between promoting the child's developmental drive and keeping her safe. Three year olds are helped to get the most from their play with small world resources, which give effective support to the development of their imaginations. Support for children with particular needs is routinely built into her practice, in such a way as to ensure children's sensitivities are respected but skills are nevertheless gained. Children are encouraged to make use of books, and stories are shared throughout the day. Children also have plentiful opportunities to access outdoor play, both in local parks and places of interest, and in her secure rear garden.

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

The childminder works hard at getting to know the children in her care. She has a clear knowledge of their family life, interests and any particular challenges they are currently facing. Children are settled and happy in her care, gravitating to her readily for emotional support, to share their achievements or request resources and activities. The childminder manages behaviour positively, helping children to negotiate their shared use of a toy, and employing consistent routines that help all children to feel safe. Children who attend more than one setting are given ample support, as the childminder makes effective use of home books and daily discussions to ensure a good flow of information from nursery and school to home, via her own provision. She attends school children's assemblies when possible, further supporting the transitions these children have made when work commitments prevent their parents from being there.

The childminder's home is well-organised and welcoming for children and their families. Children access a plentiful range of good quality resources, and a pleasing number of outdoor toys in the garden. All areas are kept clean and in good order, and her practice is underpinned by a responsible approach to risk assessment. Documentation to support her safety checks is detailed, and, in addition, regular fire equipment checks and emergency drills are carried out and fully recorded. Her strong practice in this area means that children are safe and well cared for at all times. Children enjoy daily opportunities to play outside progressing their physical development well, as well as accessing healthy meals and snacks. They are also given appropriate support as they learn to manage their own personal hygiene in relation to toileting and hand washing.

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

The childminder currently does not formally self-evaluate her practice. She does, however, regularly ask parents for feedback to which she responds quickly. She shares best practice with childminding colleagues on a regular basis. She can quickly and accurately assess her own strengths and areas for improvement. She has informal systems in place to assess the progress children make however as they are mainly verbal the progress of individual children is not always fully shared with parents. She has responded appropriately to recommendations set at her previous inspection. As a result she is aware of the need to continually improve her practice to help children make progress in their learning and development.

The childminder has a secure understanding of the safeguarding and welfare requirements. She shares her written policies and procedures with parents demonstrating her knowledge of how to keep children safe. Documentation that underpins all aspects of her meeting of the Early Years Foundation Stage is in good order, and she is proactive in sharing information about the regulation of her profession with parents, as well as ensuring they enjoy a good flow of information about their children. In turn, this ensures child enjoy high levels of continuity between home and the setting.

The childminder has a strong relationships with local nursery ensuring a good flow of information between all concerned with the needs of individual children. She also works in partnership with other relevant agencies such as the speech language therapist.

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	EY265994
Local authority	Devon
Inspection number	888240
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	15/11/2010
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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