

Inspection date	24/03/2014
Previous inspection date	16/03/2012

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 uses her observations of children's learning to identify and plan for the next steps in their learning. As a result, children make good progress in their learning and development.
- The childminder takes care in getting to know the children and helping them to feel comfortable in her home. Consequently, children are settled and forming secure attachments with the childminder, which supports their emotional well-being.
- There is a strong partnership with parents and carers and they are involved in their children's learning, as the childminder ensures there is effective sharing of information each day. This means that children's needs are met.
- The childminder has a secure understanding of the safeguarding and welfare requirements. This ensures children are kept safe and their well-being is effectively promoted.

It is not yet outstanding because

- The childminder does not always extend children's counting skills.

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 children in their play and in their interaction with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector sampled the childminder's documentation including a written self-evaluation, safeguarding policies and children's records.
- The inspector took account of the views of parents and their comments through their written feedback and questionnaires.

Inspector

Katherine Lamb

Full report

Information about the setting

The childminder registered in 2011. She lives in Landkey, near Barnstaple, North Devon. The ground and first floors of the childminder's house are registered for use, with care mainly provided on the ground floor and access to toilet facilities on the first floor. The rear garden is not suitable for use, but children have access to an enclosed area created within the adjacent orchard for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in early years age range. There are currently 16 children on roll, four of whom are in the early years age group. The childminder takes children to and from the local school.

What the setting needs to do to improve further

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

- strengthen the use of numbers in children's play so they are able count in sequence confidently.

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. She makes clear links between observation, assessment and planning to identify and support children's next steps, to move their learning on. Consequently, children make good progress towards the early learning goals and are well prepared for school when the time comes. The childminder also completes the required check for children aged two. The childminder keeps a learning record for each child that includes a frequent observation of their responses to the activities. This is shared with parents and they can add their comments of children's learning at home to the record. Consequently, parents are kept well informed of their child's progress and the childminder has a full picture of children's learning both in and outside her care.

The childminder is confident in her teaching and successfully supports children to become active learners who are creative and learn to think critically. For example, when following the topic of 'healthy living' she takes the children to the library to find books on the topic that interests them. She then asks parents to follow up the topic at home which keeps children fully engaged in their learning. The childminder gives children time to explore and play on their own within the well-resourced room. However, she knows when to join in to extend their learning. The childminder uses praise well to encourage children and reward them for their achievements. The environment is rich in children's work and photographs of them playing which also helps them to feel proud of their achievements.

The childminder has a good range of toys and resources to support children's play and learning. Books are also available and children select from these freely. They carefully choose their favourite books for the childminder to read to them, joining in excitedly with the lines that they know. The childminder then extends their learning further by acting out the story in the play house in the orchard. Children talk about different sized objects they collect as props and invite the childminder to join in to support their play. In this way children develop an interest in early mathematics. However, the childminder does not always actively encourage their counting or help them to count in sequence. The childminder supports children's development in communication and language well. She constantly engages them in conversation, so they develop good listening skills and increase their vocabulary. This results in children being confident communicators that appreciate conversations they have with the childminder. For example, when looking back through their learning journeys children respond to the childminder when she asks them what they liked about the activity and if they remember what they did. These are communication skills that they will need on their eventual move to school.

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

Children develop close and caring relationships with the childminder. These relationships are enhanced through the childminder's clear settling-in procedures, which are guided by parents, and their children's individual needs. Children visit the childminder's home for short sessions with their parent. This enables the child to become familiar with the environment and the childminder. As well as providing an opportunity for the parents to share information with the childminder about the child's care needs. As a result, the childminder has a good understanding of children's individual needs and can plan activities around their stage of development and interests. She uses gentle tones, which helps all children to feel special. Consequently, children are happy and settled in the childminder's care.

Children are learning about healthy lifestyles. They regularly visit the designated outside space in the childminder's orchard. This enables children to be energetic and use their physical skills as they use a range of physically challenging large play equipment. Children have space to run about and play games, benefitting from the fresh air and exercise this environment provides. They can help the childminder to care for her rabbits and chickens. Children also grow their own fruit and vegetables to have for snack, helping them to understand where food comes from. The outside space also has a large indoor area that is used as an extra playroom. This enables the childminder and children to spend the majority of the day in the orchard if children wish. This provides good opportunities for children who learn best outside. Children also learn to appreciate the environment around them.

The overall atmosphere is one of calm so children are happy and focused during child-initiated and adult-led play. The childminder enhances children's confidence and self-esteem by praising them and complimenting them on tasks they complete. As a result, children are gaining skills to prepare them for the next step in their development. Good

hygiene procedures, such as hand washing are promoted at all times and the childminder promotes healthy lifestyles in a variety of ways. For example, the children are offered fruit for snack. The childminder encourages parents to provide a good range of nutritious meals and snacks as necessary. Children eagerly help to prepare their own snack and are developing good self-care skills. The childminder helps children to prepare for their next stage in their learning. For example, she communicates well with parents and passes information to the local school when needed.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding. For example, she understands the need to check the suitability of anyone working or in regular contact with children. She has completed training to support her understanding of child protection and has a strong understanding of her commitment to safeguard children. As a result, she has a good knowledge and understanding of the possible indicators of risk and the procedure for referring any concerns to the relevant authority. Children remain safe and secure in the childminder's care, as she conducts thorough risk assessments of her home, garden and outings. A comprehensive range of policies and procedures, which all parents have access to, meet all the safeguarding and welfare requirements to support the safe and efficient management of the setting.

Overall, the childminder monitors the educational programmes to ensure that children make good progress while in her care. Robust systems for the observation and assessment of children help her to achieve this. The childminder has completed a self-evaluation process and has clearly identified her strengths and weaknesses. This provides opportunities for her to review and evaluate her provision on a regular basis. She involves parents in her evaluation and seeks their input through questionnaires and daily discussions about children's enjoyment in the activities that she provides. As a result, the childminder is always reflecting upon her setting. The childminder shows a commitment to further personal development by attending relevant training events that become available.

The childminder is building positive relationships with parents of the children she cares for. Parents are complimentary about the childminder and they are very happy with the care and teaching that she provides. The childminder communicates with them on a daily basis and uses a diary to pass comments to parents, about their child's day. As a result, parents are aware of how their child is developing. This allows the move to other settings to work effectively. The childminder has formed superb links with the local school which helps children when they make the eventual transition to 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. It will be monitored and inspected within twelve months of the date of this 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		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	EY435551
Local authority	Devon
Inspection number	951085
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	16/03/2012
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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