

## **Inspection date**

Previous inspection date

25/10/2012

Not Applicable

## **The quality and standards of the early years provision**

### **This inspection:**

2

Previous inspection:

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**

- The childminder is enthusiastic and caring in her approach to childcare; consequently, children settle well and are happy to be in her care.
- Young children benefit from close attention and support. The childminder effectively meets their individual needs.
- The childminder has good knowledge of children's learning and development.
- The childminder demonstrates a clear commitment to ongoing development in professional practice.

### **It is not yet outstanding because**

- The childminder promotes all areas of learning and development. However, she does not always plan activities to develop babies' self-confidence and self-awareness.

## 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 activities and care routines.
- The inspector had discussions with the childminder about children's progress and welfare.
- The inspector looked at records and documentation and inspected the premises.
- The inspector summarised findings and outlined the format of the report.

## Inspector

Julie Wright

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband, who acts as an assistant, in Plymouth, Devon. The whole of the three-storey house is available for childminding. A designated playroom and bathroom are on the first floor. There is an enclosed garden for outside play. The house is close to shops, parks and public transport routes. The family has two dogs.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. Overnight care is available for children. There are currently two children on roll, both of whom are in the early years age range. The childminder has a National Vocational Qualification at level 3, in Home-Based Childcare.

### **What the setting needs to do to improve further**

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

- extend the opportunities to promote children's self-confidence and self-awareness, for example by providing mirrors and displaying photographs, so that babies can see their own image and those of familiar people.

### **Inspection judgements**

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

The childminder has an effective system in place to monitor and plan for children's individual progress. She records their achievements and uses the 'Development Matters' guidance to identify children's next steps. For example, as babies become more mobile, the childminder extends physical play activities to promote coordination skills. Parents look at their children's progress records on a regular basis and add their comments. They provide information about their children's current stage of development when they first attend. This means that the childminder has a clear starting point from which she can measure children's progress. The childminder provides age-appropriate activities and resources to interest and stimulate young children. She is gentle and caring towards them, which makes children feel secure. From an early age children develop good foundation skills as they listen, look and interact. For example, babies select books from the low-level shelf and look at the pictures. They understand how to turn pages and 'lift the flap', to discover what is underneath. This contributes to their earliest literacy development in reading. However, they would benefit further by seeing pictures that have more meaning to themselves. For example, a collection of photographs of significant people and places. The childminder has a good awareness of children's personal routines and interests. Children are comfortable and content because the childminder meets their needs well.

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

The childminder promotes positive relationships with parents and children. The introductory visits help children to settle well and they form strong attachments. Babies

show their pleasure as they smile and babble, which demonstrates their early communication skills. The childminder notes and encourages their new words, to extend and develop vocabulary. She sings songs and reads stories to promote language and literacy development.

Babies show interest in their surroundings as they move safely around, exploring the playroom. However, they are not able to see their own reflection, for example by looking into a mirror. to promote their 'sense of self'. They pick up musical instruments, which they shake and bang to produce sound. Curiosity is evident as babies press buttons on an electronic toy. They learn about 'cause and effect', for instance, they begin to understand that animal pictures correspond to specific noises. The childminder provides a good programme of activities, which include regular outings. Young children enjoy visits to toddler groups, where they can socialise with others. Trips to the park enable children to be in the fresh air and to learn about nature, for example, they see birds in the trees and ducks on the water. The childminder follows children's interests and provides resources to suit them. For example, babies enjoy emptying and re-filling boxes. The childminder then extends learning as she encourages babies to post shapes into a shape-sorter. Young children use a range of tools and equipment during creative play. As an example, they stir gloop with sticks and use sponges to daub paint. They roll balls at skittles, which develops coordination. Children have fun as they learn and they make good progress in their physical development.

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

The childminder effectively meets the welfare, learning and development requirements. She implements comprehensive policies and procedures in order to promote and protect children's welfare. For example, the childminder demonstrates good hygiene practice, which reduces risk of illness or infection. She is conscientious about safety and closely supervises children. For instance, a sound monitor is in place when children go to sleep. The childminder has secure knowledge of the Local Safeguarding Children Board procedures. She has up-to-date information and informs parents about the responsibilities to protect children's welfare. Clear procedures are in place to establish partnerships to support children with special educational needs and/or disabilities when needed. The childminder also describes suitable support for children who learn English as an additional language.

The childminder works closely with parents to meet children's requirements. For example, they discuss weaning together and encourage babies to try different tastes and textures. Healthy snacks include fresh fruit and homemade date and almond milk. The childminder seeks parents' views as part of her self-evaluation. Parents provide very positive feedback and commend the care of the childminder. Since registration, the childminder has achieved a recognised childcare qualification at level 3. She successfully reflects on her practice and identifies future development. The childminder evaluates children's progress and continues to source equipment to promote learning. As an example, she borrows 'Story Sacks' from the local support service. Therefore, the childminder demonstrates a

good capacity for ongoing improvement.

### 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

<b>Unique reference number</b>	EY444192
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	796461
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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