

Inspection date

Previous inspection date

12/12/2012

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 effectively promotes positive behaviour, which results in children being polite, kind and considerate.
- The childminder provides warm care and a stimulating environment for children, where they learn through play.
- Children are happy and secure in the care of the childminder. They enjoy themselves and make good progress in their overall development.

It is not yet outstanding because

- The childminder promotes most areas of learning well, although activities to encourage children's progress in learning about difference and diversity are less evident.
- The childminder maintains a record of each child's development, although this does not include parent contributions.

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 lunchtime period.
- The inspector had discussions with the childminder and a parent.
- The inspector looked at children's development records and childcare documentation.
- The inspector summarised findings and recommendations with the childminder.

Inspector

Julie Wright

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Plymouth. The house is within walking distance of shops, schools and parks. All rooms are available for childminding purposes and the bathroom is on the first floor. There is an enclosed rear garden for outdoor play. The family has a dog and a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, five of whom are in the early

years age range. The childminder attends local carer and toddler groups.

What the setting needs to do to improve further

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

- develop the range of activities to help children to know about similarities and differences between themselves and others, in the wider world
- provide opportunities for parents to contribute to the development records, for example, to include children's achievements and progress made at home.

Inspection judgements

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

The childminder has a clear understanding of children's learning and development. She effectively promotes children's interest and concentration, which are important skills in preparation for school. Children focus well and enjoy their activities. They play imaginatively and cooperatively together. For example, children design their own constructions with plastic bricks. Younger children build a tall tower and use mathematical language as they count the pieces and describe height. They confidently name primary and secondary colours as they play. Older children create buildings that are more complex, such as, 'castles and houses'. The childminder interacts well to extend and challenge children's learning, whilst following their ideas. As an example, children suggest 'telling a story', which they make up and alternate turns to contribute. Story Sacks add to children's keen interest in books and promote literacy skills. Children listen to instructions and understand what they are going to do. For instance, they readily help to tidy up, showing a good sense of responsibility. They go into the kitchen to make hand and foot prints that will form a festive reindeer shape. Children have fun as they add eyes and draw a mouth, and talk about different facial features. The childminder provides a range of creative play materials for children to experience, including sand, paint and glue. Children make ornaments with dough, using a rolling pin and cutters to make different shapes. They decorate them with glitter and are proud to see them hung on display. Children take part in seasonal events and activities that relate to their own backgrounds. However, opportunities to learn about the customs and beliefs of others are limited. The childminder takes children on outings to the park, indoor play centres and local attractions. Children become aware of their local surroundings and develop interest in the natural world. For example, children recall seeing animals at the farm and laugh as they mimic the noises they remember. The childminder prompts children to think about different vehicles and

they talk about tractors, cars and airplanes.

The childminder has a 'Learning Journey' and a diary for each child. She observes children in their activities, records progress and makes a note of their next steps. This helps her to plan activities that support and challenge each individual child. Parents are aware of the development records, although they are not fully encouraged to contribute to them.

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

Children have good relationships with the childminder and her family. They develop positive attitudes and behave well, which contributes to their safety. For example, on outings children understand that they must walk together and cross the road in a safe place. Children learn to 'be careful' and that their actions may have a consequence on others. The childminder encourages children to be helpful and to take care of things. As an example, children particularly enjoy taking the dog for a walk with her. The childminder gently increases children's confidence and enables them to take part as much or as little as they choose. Consequently, children make independent choices and express their needs well.

Children benefit from indoor and outdoor physical play opportunities. They learn to use park equipment safely and visit play centres, where they can run, jump and climb. The childminder provides 'noisy sessions' at home, which children understand it is an acceptable time to be loud and boisterous. For instance, they enjoy singing, dancing and playing action games. Children have healthy options at meal and snack times, such as, savouries and fresh fruits. They can help themselves to their own drinks when they are thirsty. Children also learn how things grow and where they come from, for example, they sow mustard and cress seeds. The childminder has a good awareness of children's interests, personal preferences and routines. She knows the children well and securely meets their individual needs, as a result children are happy and comfortable in her care.

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

The recently registered childminder is making good progress in her implementation of the Early Years Foundation Stage framework. She securely meets the welfare, learning and development requirements. This means that children are safe and well cared.

The childminder is conscientious about safety and promptly minimises hazards. For example, parts of the garden become 'out of bounds' when surfaces are affected by weather conditions. The childminder carries emergency contact numbers and a travel first aid kit, in the event of accidents on outings. She has secure awareness of the Local Safeguarding Children Board procedures, which she follows in order to protect children. The childminder informs parents of all childcare policies and procedures with regard to children's health, safety and well-being. Since registration, the childminder has attended a training session on the revised framework. Following this, she reviewed her policies to

ensure that they are in line with current guidance. The childminder reflects on children's progress and plans activities to further their development. Consequently, the childminder demonstrates effective improvements to practice.

The childminder has good relationships with parents and works well with them to meet children's needs. For example, they have regular discussions about children's well-being and behaviour. The childminder seeks parents' views as part of her self-evaluation and they provide positive feedback. Parents say that they are very happy with the care and support given by the childminder. There are suitable systems in place to provide additional support to individual children. In discussion, the childminder demonstrates a clear understanding of promoting inclusion and equality. The childminder has suitable partnerships with others in the interest of children's welfare. For example, she shares relevant information with staff when she collects children from other settings.

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	EY446916
Local authority	Plymouth
Inspection number	800060
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	11
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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