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| Inspection date | 30/01/2013 |
| Previous inspection date | 15/09/2011 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 long established relationships with children's families and children feel secure in her care.
- The childminder provides flexible childcare arrangements, to meet the requirements of parents and their children.
- The childminder provides a suitable range of toys and activities to occupy and interest children.
- Children are well behaved and learn to keep themselves safe, because the childminder encourages positive behaviour and teaches children how to play safely and stay safe on outings.

It is not yet good because

- Procedures to assess and monitor children's learning and development are not well developed.
- The childminder promotes aspects of children's literacy, creativity and mathematical development, although she does not clearly plan activities to extend learning in these areas.
- Procedures in self-evaluation are limited, which means that the childminder does not have a rigorous system to identify areas for improvement to practice.
- Some basic care information is shared between the childminder and other settings

children attend. However partnership working fails to give the childminder an insight into learning and development experiences children receive elsewhere. As a result the childminder cannot be sure that her provision enhances children's development.

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 having lunch and in their play activities.
- The inspector had discussions with the childminder.
- The inspector looked at a sample of policies, records and documentation.

Inspector

Julie Wright

Full Report

Information about the setting

The childminder registered in 1996. She lives with her husband in the St Budeaux area of Plymouth. The kitchen, dining area and ground floor bathroom are used for childminding. The childminder provides outdoor play for children at local parks. She takes children to and from a local primary school and pre-school. The childminder has three cats. The childminder is registered on the Early Years Register and the compulsory and voluntary

parts of the Childcare Register. There are currently two children on roll, one of whom is in the early years age range.

What the setting needs to do to improve further

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

- develop effective observation, assessment and planning procedures to identify children's developmental starting points and ongoing progress
- improve the educational programmes in literacy, creativity and mathematics, for example, by providing opportunities for children to learn to recognise and write their own name and numbers. Also give more opportunities for children to use their own ideas as they engage in planned creative activities.

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

- improve the self-evaluation procedures in order to monitor and assess the effectiveness of childminding practice and identify areas for improvement
- develop partnerships with other providers where children attend more than one setting, in order to promote continuity of care and learning.

Inspection judgements

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

The childminder knows the children that she minds and their families very well. They agree arrangements together, such as, for the childminder to take children to school and collect them from pre-school. The childminder takes sufficient information from parents about their children when they first start, so that she can meet general care needs. She has regular ongoing discussions with parents about their children's general learning and welfare, which contributes to consistent care. The childminder records brief observations on children in their activities. However, her procedure does not clearly identify children's starting points or next steps for their learning. This has an impact on her effectiveness in monitoring children's progress and planning activities that build on what children already know and can do. The childminder provides a satisfactory range of activities to suit the ages and abilities of children attending. She takes account of children's interests and makes sure that favoured toys are accessible. For example, children choose books, then sit comfortably on the mat and cushion to look at the pictures. They use their imaginations to reflect their experiences, for instance, they pretend to read a story to a doll, 'like a

teacher'.

Children develop concentration skills, which helps to prepare them for school. As an example, they readily join an activity and complete it, before moving on. However, the childminder often demonstrates to children how to do something, or offers to do it for them. For instance, she draws around a template for them and shows them how to copy a face. This limits children's own creativity and the opportunities for them to develop and practise their skills. Children use tools and equipment with competence. For example, they cut carefully with scissors, dab glue onto paper and use writing materials. The childminder recognises what children can do and reinforces some learning with repetition. For instance, she prompts children to recite numbers in order, which they do with confidence. Children also learn to spell out the letters of their name. However, the childminder does not then extend the activities to promote writing skills and number recognition. Children make sound progress in their communication and language development. They express their needs well and chatter as they play. They learn to value people's differences, as they play with some resources that reflect positive images of diversity and participate in cultural celebrations.

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

Children feel at home in the setting and have warm relationships with the childminder. They show they feel secure and are familiar with the routines, for example, they arrive happily and prepare to have lunch. Children follow suitable hygiene routines, which help to protect their health. As an example, the childminder provides individual face cloths and towels for children, to prevent risk of cross-infection. Suitable arrangements are in place to meet children's individual dietary requirements. Parents provide packed lunches, while the childminder offers drinks and snacks of fresh fruit for children. The childminder provides physical play opportunities for children by taking them to the park. They go on a reasonably regular basis and children enjoy playing on the apparatus. Therefore, children benefit from fresh air and exercise.

The childminder teaches children to be safe on outings. For example, younger children know that they must hold hands and stay with the childminder. They learn about road safety and how to 'be careful' when outside. Children respond well and understand the expectations of behaviour. For instance, they learn that it is not acceptable to jump on the furniture. They show a developing sense of responsibility as they help to tidy up. Children choose when they want to play or relax quietly, for example, they ask to watch television after their activities. Consequently, they are consistently occupied and content.

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

The childminder satisfactorily meets the statutory welfare requirements of the Early Years Foundation Stage. She provides a safe, secure environment for children. The childminder has assessed potential risks and taken suitable steps to minimise hazards to children.

Suitable fire evacuation procedures and fire safety equipment are in place. The childminder has a secure knowledge and awareness of the Local Safeguarding Children Board procedures. She attends relevant training and knows who to contact with any child protection concerns, to help protect children's welfare.

The childminder is less secure in meeting the learning and development requirements. This is due to the limited assessment and planning to support children's progress, which results in some areas of development not being thoroughly promoted. The childminder describes positive relationships with parents and shares general information with them, about children's well-being and activities. She has limited contact with providers where children attend other settings, although it is sufficient to pass messages onto parents. However, partnerships are not strong enough to benefit children's learning or assessment.

Since the last inspection, the childminder has updated her policies and procedures to reflect current guidance. In addition, following a visit from a local authority development worker, she has begun to record observations on children's development. However, further improvements are required in respect of children's learning and development. In discussion, the childminder describes some examples of progress that children make, although she does not routinely reflect on her practice. For example, in order to fully assess the effectiveness of activities and to identify ongoing improvements.

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. |

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| 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

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| Unique reference number | 117406 |
| Local authority | Plymouth |
| Inspection number | 813541 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | 15/09/2011 |
| 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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