

**Inspection date**

Previous inspection date

13/02/2013

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 develops close attentive relationships with children, so that they are confident and secure with her.
- She uses her knowledge and experience to respond sensitively and skilfully to children and provide them with activities which engage their interest.
- The well organised range of good quality resources, enable children to make independent choices about their play.
- The childminder gently encourages and enables children to share resources and praises positive behaviour, so that children learn to behave well.

**It is not yet outstanding because**

- The childminder does not provide opportunities for children to learn about and value cultural, religious events from a variety of cultures.

## 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 childminder's home.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the providers self evaluation and improvement plan.
- The inspector took account of parents and carers views.

## Inspector

Lynne Bowden

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her husband and two children in the city of Plymouth, Devon. Children use the lounge and dining room on the ground floor, along with a first floor bedroom for sleep and the first floor bathroom and toilet. A garden is available for outdoor play. The setting is operates on two days a week. In addition to the Early Years Register the childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There is one child on roll in the Early year's age range. The childminder regularly takes and collects children from the local school. She

uses the local amenities and parks for additional learning experiences. She receives support from the local authority.

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

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

- celebrate and value cultural, religious events from a variety of cultures to enable children begin to learn about similarities and differences.

### **Inspection judgements**

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

The childminder uses her secure knowledge and understanding of children's development to ensure that children make good progress in their learning. She has a good awareness of children's starting points and capabilities, based on her discussions with parents and her observations of children's play. With this knowledge she identifies children's next steps and plans and provides activities to promote them. The educational programmes effectively help children to reach expected levels of development. The childminder has a good understanding of ongoing, observational assessment and has identified her need to update her knowledge about the two-year-old progress check. She keeps parents informed about their children's development and progress and encourages their contributions to their children's progress and learning records.

Children develop good communication skills. They listen attentively to the childminder and repeat new vocabulary as she introduces new words. They enjoy looking at and handling books as they listen to the childminder reading to them. Children enthusiastically join in familiar action songs and ask for their favourites. The childminder makes full use of local facilities, so children develop confidence, balance and physical skills as they use playground apparatus. They begin to learn about the natural world on trips to a local aquarium and farm centre. Children confidently select a toy farm set and put it together, happily listening to the animal noises created by the tractor. They are beginning to match animals to the noises that they make and name some of the farm animals. Children develop their awareness of shape, observe and note colours as they complete simple jigsaw puzzles. They develop coordination and thoroughly enjoy using toy tools, such as a battery powered toy drill. The childminder helping them develop their skills as she encourages them to use it to do up and undo toy nuts and bolts.

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

The childminder establishes strong, warm and caring relationships with children. This results in children being happy, confident and secure in the childminder's home. For example, they happily settle to sleep at their nap time. The range of good quality resources is well organised and visible so that children easily and confidently access them. Children learn to keep themselves safe as they participate in regular fire drills. Mealtimes are a sociable time, when children sit comfortably around the table and the childminder encourages them to feed themselves. Children quench their thirsts throughout the day as drinking water is readily in their individual containers. Good hygiene practices such as hand washing are an integral part of the daily routine. The childminder explains the importance of having clean hands before handling food. The childminder sensitively supports and encourages children in toilet training.

Children happily cooperate and help to tidy toys away when asked and give and receive a 'high five' in reward for this. Children learn to share and take turns. This is because the childminder quickly intervenes in any disputes and explains the importance of sharing. She consistently praises children for cooperative and helpful play and behaviour. The good quality selection of resources available, meets the needs and interests of children attending. These include positive images of people of different races. Children learn about and participate in festivals and customs linked to their own culture. However, the childminder does not introduce them to customs and celebrations from other cultures, to increase their awareness of difference and diversity. The childminder takes children to toddler groups to widen their experience and extend their opportunities to socialise with other adults and children. The communication, independence and social skills that children develop, prepare them for their next stage in learning.

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

The childminder effectively meets the safeguarding and welfare requirements at all times. She has a good understanding of how to keep children safe through her previous experience and information gained in child protection training. She is confident in the procedures to follow if she had any concerns about a child. The childminder is knowledgeable about how to promote the health and safety of children. She assesses the risks to her premises and minimises these through her appropriate use of gates and other safety equipment. The childminder completes written risk assessment for her home and each outing to ensure that children are safe. She carries out regular evacuation drills to ensure that children are familiar with them and identify any difficulties that arise.

The childminder shares her comprehensive policies and procedures with parents. She informs parents about their children's learning and care both through discussions and in their children's learning journals. Each term she summarises children's progress and shares this information with parents. The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She uses guidance tools, such as the Development Matters in the Early Years Foundation Stage guidance

document. She uses this guidance along with her previous experience, to inform her observation and assessment records and monitor children's progress towards the early learning goals. The childminder demonstrates her commitment to develop and improve her provision for children, by seeking support from other outside agencies and other childcare practitioners. In her self-evaluation she identifies issues for future training and areas where she wishes to improve her practice.

### 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>	EY438051
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	797919
<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>	4
<b>Number of children on roll</b>	1
<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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