

Inspection date	17/06/2013
Previous inspection date	15/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- Children are happy in the care of the childminder and enjoy their play activities.
- The childminder takes children on a variety of outings for social and play opportunities.
- The childminder maintains a daily diary for children, which is a useful form of communication with parents.

It is not yet good because

- Observation and assessment procedures are basic and do not fully support children to make the best possible progress.
- The childminder does not always maintain children's confidentiality, for example when completing daily diaries for parents. This is a breach of a legal requirement.
- The childminder does not always encourage children's concentration skills through planned activities.

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 having lunch and in their play activities.
- The inspector had discussions with the childminder.
- The inspector scrutinised records and documentation, including registers, children's details and development records.
- The inspector read feedback from parents.

Inspector

Julie Wright

Full Report

Information about the setting

The childminder registered in 2007. She lives with her husband and two children in the Higher Compton area of Plymouth. The house is within walking distance of shops, schools and parks. All rooms on the ground floor are used for childminding. Upstairs there are two bedrooms and a bathroom available for use. Access is by steps to the front door. There is an enclosed rear garden for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll, eight 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 meet the requirements of the Early Years Foundation Stage the provider must:

- develop reflective practice in order to improve procedures to assess, monitor and plan effectively for children's individual learning, which clearly identify children's stage of development and plan for children's ongoing progress in all areas
- ensure that records of information relating to children are maintained confidentially.

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

- develop further activities to promote children's ability to concentrate through exciting and engaging planned activities that capture their interests.

Inspection judgements

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

Overall the childminder provides an appropriate range of activities for children in her care. She usually takes children out every morning to groups and places of interest. Visits include trips to the aquarium, farm, beach and parks, so that children experience different environments and activities. The childminder has a developing awareness of the areas of learning and the benefits to children's development, of activities that she provides. For example, she describes how children develop confidence when they socialise with others, supporting their personal, social and emotional development. She is also aware that children learn about different creatures and their habitats which supports their

understanding of the world. The childminder compiles a book of photographs for each child and makes links between experiences and some areas of learning. For example, she links trips to the park, with children's physical development. In the daily diary, the childminder records information for parents about children's activities and routines so that they are aware of things that their children have been doing. However, the childminder does not clearly identify all children's individual stages of development or plan activities that focus significantly on children's individual next steps for learning. As a result, while children make suitable progress, this is not always directly from well-focussed planning. This means that the childminder does not take all opportunities to extend the activities that she does with children out of the home. For example, she does not use trips to the aquarium to lead into rich creative activities or lively discussions to explore and develop children's understanding of the things that they have seen and fully develop their vocabulary. This means that children do not make the best possible progress from things that they do.

Children make independent choices from the accessible toys in the childminder's home. They like to play with the role-play equipment and busily pretend to cook and 'make cups of tea'. The childminder sits on the floor with children to interact and engage with them. She talks about things being 'hot and cold', which adds different ideas to their play. Children show their understanding of everyday technology and appliances, for instance, as they play with a toy microwave oven. The childminder has clear awareness of children's interests and responds to their ideas. For example, some children particularly enjoy dressing-up while others prefer to play with cars or a football. The childminder takes reasonable steps to promote children's speech and language development. For example, she discourages the use of dummies and suggests that children have a story rather than watch television. Children sing songs at the 'music-time' group and have conversations with childminder as they play. However, the childminder does not plan specific activities to fully promote children's concentration skills, as part of the development of their communication and language skills. This means that children are not developing their ability to concentrate on tasks as quickly as possible. The childminder incorporates number and counting in children's activities. This contributes towards children's mathematical development because they talk about size, shape and make simple comparisons. Overall, children make acceptable progress towards the early learning goals, in preparation for school.

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

Children move around with confidence and show that they feel secure in the care of the childminder. They develop a clear awareness of their own needs, for instance, they say 'I'm tired.' when they need a rest. The childminder is aware of children's personal needs and routines, such as times to eat and sleep. She changes nappies at appropriate times, so that babies are comfortable and content. The childminder provides snacks and is keen for children to eat fresh fruit. She suggests healthy options to parents who prefer to send a packed lunch. Children talk about what they are eating and state their preferences. The childminder provides suitable alternatives if children dislike food, for example, pitta or toast instead of bread. Therefore, suitable arrangements are in place to meet children's

individual dietary requirements.

The childminder has a suitable range of outdoor equipment and enables children to play in the garden on a regular basis. Activities include water play and riding wheeled toys. With parental consent and the supervision of the childminder, children use the trampoline. The childminder takes children to parks and 'soft-play' sessions. Such activities provide children with opportunities to climb and practise their physical skills. Children respond in a positive way to the childminder and understand how to behave. For instance, they follow simple instructions and are willing to help. The childminder helps children to learn about safety, for example, they practise the fire drill and talk about 'stranger danger'. The childminder praises children for their efforts and achievements, which helps to promote their self-esteem.

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

The childminder understands the statutory safeguarding and welfare requirements overall. She provides safe, secure premises and takes suitable steps to minimise the risk of accidents for children. The childminder has suitable awareness of the Local Safeguarding Children Board procedures. She demonstrates an appropriate understanding of child protection issues and understands how to take action to protect children's welfare. The childminder describes suitable arrangements for the supervision and safety of children on outings. As an example, she has relevant car insurance and provides age-appropriate car seats. Although the childminder works on her own, she seeks parents' consent for emergency cover. The childminder maintains an accurate register of attendance and meets the ratio requirements. However, while her records and documentation are mostly in order, not all maintain confidentiality for individual children. For example, she has named individual children in other children's daily diaries. As a result she is in breach of a legal requirement.

Since the implementation of the Statutory Framework for the Early Years Foundation Stage framework in September 2012, the childminder has made some progress in meeting the learning and development requirements. She attended some training to improve her knowledge. She is aware of most aspects of the seven areas of learning, although her knowledge of how to assess children's development in all areas is inconsistent. As a result, she does not fully extend activities to promote rich learning experiences that respond directly to the individual learning needs of all children. This means that they do not make the best possible progress in her care.

Overall, the childminder has a suitable capacity to improve her practice. For example, she completes a self-evaluation form and has identified some areas for improvement. She would like to further develop how she involves parents in their children's learning. She has addressed previous recommendations overall, however, she has not fully addressed the way in which she observes and assesses all children. The childminder is not consistently rigorous in her assessment of children's learning needs and the effectiveness of play opportunities. For example, she does not always fully consider the benefits of activities on

children's individual concentration skills.

The childminder works in partnership with parents to meet children's individual care needs. She communicates well with parents to promote consistent care for children. For example, they have regular discussions and share information about children in the diaries. The childminder tells parents what children have been doing, such as 'numbers', so they can support this at home. The childminder has a folder with parent feedback, which provides positive comments. Parents say that they are very happy with their children's activities and routines. They state that children love being with the childminder and that she communicates very well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 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 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	EY362498
Local authority	Plymouth
Inspection number	919155
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	14
Name of provider	
Date of previous inspection	15/01/2009
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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