

## Inspection date

Previous inspection date

09/01/2014

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

- Children are happy and secure. The childminder's positive interaction encourages young children's development.
- Children benefit from the praise and encouragement they receive from the childminder. This boosts their confidence and helps them feel good about themselves.
- Good systems are in place to share information between the childminder, parents, and others, which helps to promote consistency and continuity in the support children receive.
- The childminder makes full use of daily routines and activities to promote children's progress across all areas of learning.

### It is not yet outstanding because

- There are fewer opportunities for children to explore a broader range of natural and open-ended play materials to further extend their learning experiences.

## 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 activities and the childminder's interaction in the home.
- The inspector spoke with the children and the childminder at appropriate times during the inspection.
- The inspector took into consideration the childminder's self-evaluation and comments from parents on questionnaires.
- The inspector sampled documents including policies, accident records, children's record forms and their learning journeys.
- The inspector looked around all areas of the home.

## Inspector

Anne-Marie Moyse

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her partner and two children in Plymouth. The house is within walking distance of shops, schools and parks. The children mainly use the ground floor rooms, with a bedroom available for them to sleep. There is a rear garden for outdoor play, accessible by steps. The family has a pet hamster. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two early years age children on roll. The childminder takes and collects children from Salisbury Road Primary school. 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:

- extend the range of open-ended and natural resources available to children to further promote their problem solving, imagination and extend their exploratory learning.

### Inspection judgements

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

Children are very settled and at ease because the childminder knows them well and spends her time playing with them. The childminder knows their preferences and individual characters and responds effectively to their individual needs. She gains useful information from parents when children start, and completes her own detailed observations, clearly noting what children are able to do. This information enables her to identify next steps in children's learning and effectively plan interesting activities to promote their development. Parents are fully involved and contribute to this process. The childminder understands how she will use the summaries of children's progress to complete the progress check for two-year-old children when required. Children's learning journals, containing photographs of children during play, show that all children make good progress over time in all areas of learning. The childminder shares these with parents, which provides a useful opportunity for discussion on how parents and the childminder can further support their children's learning. The childminder has a system for sharing information with other settings children attend to promote continuity in children's care and learning.

Children are happy and enjoy their time with the childminder. They benefit from a well organised and enabling environment. The wide range of toys, resources and activities are stored attractively in the playroom and lounge allowing children to see what is on offer. Children confidently flow between the rooms choosing what they want to play with,

developing their independence. Although all the toys are of high quality and appealing, they are predominately plastic and manmade. There are less open-ended and natural resources to enhance children's sensory development, where they can further explore and use their own imagination and problem solving skills.

Throughout their play, the childminder supports and encourages children's communication and language skills well. She provides commentary on what young children are doing. She names items clearly, encouraging children to repeat new words. She asks children for their own ideas and views and poses good questions, such as 'what do you think might happen?' This helps children to think and work things out. The childminder provides lots of praise and encouragement so that children are confident to have a go. During a group game, the childminder adapts the activity to meet the differing needs of the children playing, so that everyone is included and challenged. Older children use a magnet fishing rod to catch the 'bugs' whereas younger children use their fingers. The childminder helps children to count and sort the bugs to develop children's understanding of number and categories. She encourages children's curiosity as she explains how the bugs jump about, showing children how to switch the toy on and off. The childminder follows children interests and concentration levels, and quickly changes activities in response to their needs. The childminder is enthusiastic and bubbly which motivates children to join in with different activities. Children excitedly move and dance to the action songs, learning the familiar words and phrases as they sing. The childminder is confident in teaching children to learn the skills they need in readiness for starting pre-school and school. They are becoming curious and independent learners.

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

The children are developing good relationships with each other and the childminder. Children demonstrate that they are confident to explore and play, as they show they feel safe and secure in the childminder's care, even after holiday absence. The childminder is warm and loving, yet provides clear and consistent boundaries to the children. She gives children lots of very clear explanations as to why it is nice to be kind to each other, and she values their early attempts at turn taking and sharing. For example, when children argue over the tea trolley, the childminder calmly reminds them of the need to share nicely. She gently explains that they cannot play with it until they have calmed down. The childminder uses good reasoning and distraction techniques to support children in accepting the rules on how to behave well. Children respond very well to this approach and quickly resolve their differences and cooperate with each other. This supports children in developing their social interactions and ability to get on with others, a valuable skill for their future. The childminder is a good role model and is very respectful towards everyone. She has high expectations of the children and as a result, children are becoming polite individuals. Children are encouraged to help put away toys, so they have a safe clear area to play and do not trip over the toys. The childminder helps children gain confidence by offering frequent praise, so boosting their self-esteem. This helps children to be emotionally secure, confident and ready to learn.

The childminder involves children in preparing the snack, with them choosing from the

fridge what snacks to have each day. The childminder offers a selection of healthy options, and supports children in making good choices. The childminder and children follow good hygiene routines in washing hands before handling foods, and are involved in washing and preparing the fruit safely. All children help to turn the handle on the salad spinner to dry the fruit. The childminder makes good use of routine activities to further children's learning and development. Children help to work out how to set up the table and chairs for snack. They count and calculate throughout this activity, and the childminder talks about the foods they are eating. She explains how different fruit grows and why there are stalks on the grapes. The childminder knows children's individual needs, including their dietary and medical needs, and supports these effectively.

The childminder makes good use of the outdoor environment as she walks with children each day. She takes and collects children from school so children become familiar with the next step in their learning, attending school. Children learn about their own local environment and the wider world as they visit local places, such as the aquarium and local groups. Children have good opportunities to develop their physical skills and strength. They stop at the local play parks to use the large climbing equipment and play games. This helps children develop their coordination and body control. The childminder respects each child's individual personal routines, so children sleep and eat according to their natural patterns. Consequently, children form warm and trusting relationships with the childminder and feel safe in her care.

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

The childminder has a good understanding of the safeguarding and welfare, and the learning and development requirements. She is a keen and enthusiastic carer who enjoys her role as an educator. The childminder supervises children effectively and monitors the safety of the environment closely, minimising any potential hazards immediately. She ensures she explains all safety issues to children to help them understand and be involved in the risk assessment process. The childminder has completed safeguarding training and is clear of the procedure to follow in the event of a child protection concern. The childminder has developed and implemented a good range of policies and procedures, which guide her practice. She continually checks and develops these policies as needed. For example, since the recent arrival of a family pet, she has completed a written policy to promote children's safety and good hygiene. She shares these policies effectively with parents so they are fully informed. The childminder's documentation is well organised and maintained professionally. All documentation including insurances and children's details are in place. The children's learning journals are beautifully completed. They include a range of photographs and comments on children's learning and development and their enjoyment of activities. She reviews the children's development and monitors their progress carefully. If she should have any concerns over a child, she would talk to the parents immediately and seek advice.

The childminder has strong relationships with parents and works closely with them to ensure their wishes are considered. She has good systems to keep them informed on their

children's day and the progress they are making. The childminder is flexible and adapts aspects of her practice and provision to comply with parents requests. She does this willingly and recognises the benefits in promoting continuity for children between home and her setting. As a result, children have settled very well and have secure bonds with the childminder. The childminder is forming good links with other settings to provide a shared approach to children's learning and development. The childminder asks parents to provide feedback and review their arrangements so that she can adjust her provision to further meet their changing needs. The childminder has high expectations of herself and has a secure understanding of how children learn and develop through play. She welcomes feedback from others and is keen to take action on their advice. She has completed her own self-evaluation to reflect her practice, which clearly identifies her own vision and positive attitude to continually improve.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY464071
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	925462
<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>	5
<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>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

