

Inspection date

Previous inspection date

22/04/2014

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

- The childminder uses her childcare experience and knowledge of the Early Years Foundation Stage to effectively promote children's welfare, learning and development.
- Children feel secure because they are happy and settled in the care of the childminder.
- Children are well cared for in the childminder's home, which provides a safe and welcoming environment.
- Parents provide positive feedback about the childminder and the care she gives to their children.

It is not yet outstanding because

- Although the childminder provides a range of toys and activities to interest children, the variety does not fully extend the choices available to individuals.
- The childminder has begun to reflect on her practice, although self-evaluation procedures are in early stages and not fully developed.

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 had discussions with the childminder, children and parents.
- The inspector observed children in their activities.
- The inspector checked a sample of records and documentation.
- The inspector checked safety and suitability of the premises.

Inspector

Julie Wright

Full report

Information about the setting

The childminder registered in 2013. She lives with husband and two children in Plymouth, Devon. The whole of the property is used for childminding purposes. There are steps to the front of the house. The childminder has an enclosed garden for outside play. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are eleven children on roll, two of whom are in the early years age range. Current children attend out-of-school hours, including the holidays. The family has a dog and a rabbit. The childminder has a National Vocational Qualification in Childcare at level 3.

What the setting needs to do to improve further

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

- provide a wider range of toys that reflect the interests of all children, to offer further choice and extend equal opportunities in play
- develop robust self-evaluation procedures to rigorously monitor effectiveness of provision.

Inspection judgements

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

The childminder uses her childcare experience and knowledge of the Early Years Foundation Stage to effectively promote children's welfare, learning and development. She understands how children learn through play and provides interesting activities for them. Children enjoy trips with her to the beach, park and aquarium. The childminder follows children's interests and reinforces learning. For example, after an outing, children take part in a creative activity, making pictures and models of things they have seen. Spontaneous play opportunities occur, such as when children find a large box and create a puppet theatre with the childminder. Children know what they need for a task and confidently ask for specific materials. For instance, they choose to make a card and then draw a picture. They are sociable, cooperative and share well as they play. Children sit together to use dough at the table, making various shapes and figures, happily chatting about their day at school. They ask to watch children's television programmes and understand that the front room is for quieter activities. This shows that children learn respect and behave appropriately without disturbing others.

Children particularly enjoy imaginative play where they select dolls and dressing-up clothes as they organise a game together. The childminder helps to promote children's

understanding of the world as they learn about journeys to different places. She promotes equal opportunities reasonably well, although there are more traditional toys reflecting girls' interests than for boys. The childminder is familiar with children's individual needs and requirements and meets these well. She has regular discussions with parents about children's welfare, progress and activities. The childminder describes clear procedures to observe, assess and monitor children's progress. She is aware of the requirement to complete a progress check for two-year-old children. Clear arrangements are in place to promote continuity of care for children. For example, the childminder has discussions with school staff and passes relevant information onto parents.

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

Children arrive happily and feel very much at home in the setting. This is because they form close attachments and warm relationships with the childminder and her family. The childminder has clear routines to meet the individual needs of children. She provides drinks and meals, for example, at breakfast and teatime. Children are competent and independent in their personal care. For instance, they change their clothes after school and prepare for snack time. To protect health and prevent risk of infection, the childminder provides individual towels that children decorate. This activity is an example of children having fun and learning about hygiene through play. Children play well together and respond positively to the childminder's approach in managing behaviour. For example, the childminder displays notes about their good behaviour and achievements on the 'Tree of Goodness'. The childminder sets clear guidelines, which help to keep children safe. As an example, she teaches how to be safe near the road as they walk to and from school. On outings, the childminder carries children's contact details with her. She explains to older children where the numbers are and what they are for, in the event of an emergency.

Children enjoy regular trips to the park where they enjoy physical play and exploring outdoors. They also frequently use the childminder's garden to play on the trampoline, play ball games and to look for creatures. Children talk about the natural world with interest as they recall discovering a frog and frogspawn. The childminder interacts well with children and they have lively conversations. Her focus is for children to relax and enjoy themselves after school, which works well. Children make independent decisions and competently choose activities. They show good progress in their personal social and emotional development.

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

The childminder has a relevant childcare qualification and experience of working in an early years setting. This is reflected in her childminding practice as she effectively meets the individual needs of children in her care. The childminder provides good quality care and promotes children's welfare, learning and development well. She has secure knowledge of the Local Safeguarding Children Board procedures, which enables her to

protect children. The childminder is conscientious about safety for children and conducts frequent risk assessments. She shows children what to do in a fire evacuation, so they understand the drill. The childminder makes sure that children are always in sight or sound of her, to maintain safe levels of supervision. The front door is securely locked and keys made inaccessible to children when they are in the house, which reduces potential risks. The childminder reminds children about the rules and expectations, to keep them safe.

The childminder maintains records and documentation in a clear order, which includes parent contracts and consent forms. Clear procedures are in place to record information about accidents and administration of medication. Therefore, the childminder meets requirements and protects children's well-being. Since registration, the childminder has made improvements to benefit the children. For example, she has separated the garden with fencing to create designated areas for children. The spare bedroom has been converted to a playroom, to provide additional space and choice for children. The childminder has acted on recommendations suggested by the development service. These include updating policies and downloading guidance documents. The childminder considers children's views and reflects on aspects of her practice, so she is beginning to develop her self-evaluation skills. Parents are very pleased with the care and attention that the childminder gives to children. They confirm that their children are happy and enjoy being there.

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	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

Unique reference number	EY470052
Local authority	Plymouth
Inspection number	940198
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	11
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

