

Inspection date	17/06/2014
Previous inspection date	17/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 knows the children well and they develop secure attachments with her, enabling them to make good progress.
- Children develop good communication and language skills because the childminder interacts well with them, listening to them and valuing what they have to say.
- The childminder provides a welcoming and homely atmosphere where children feel happy and relaxed. This ensures they are eager to learn and enables them to develop skills in all areas of learning.

It is not yet outstanding because

- Systems to observe and assess children's development are in place but are not presented in a way, which is coherent for parents and other settings.
- Cooking activities do not always promote a healthy lifestyle.

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 viewed all areas used by the children.
- The inspector observed activities indoors and outside.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled appropriate documentation.

Inspector

Margaret Baird

Full report

Information about the setting

The childminder has been registered since 1991. She lives with her husband children in a semi-detached house in Plympton, a residential suburb of Plymouth. The lounge and family room are used for childminding and there is an enclosed garden to the rear of the property. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll. The family has a variety of pets comprising three cats and two guinea pigs. The dwelling is in walking distance of schools, parks and pre-schools.

What the setting needs to do to improve further

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

- further develop systems of observation and assessment to ensure a coherent approach which is more useful for parents and other settings
- enhance cooking activities so that they promote a healthy lifestyle.

Inspection judgements

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

The childminder provides a relaxed, homely environment and plans activities according to the interests of the children, ensuring all areas of learning are covered. Children are eager to learn because she provides first-hand experiences, which are part of everyday life. For example, when they go shopping together, she encourages counting and they talk about the ingredients they need for cooking activities. This develops skills in several areas of learning and children develop an understanding of the importance of mathematics and literacy in real situations.

Children enjoy their time with the childminder, and their close bonds enable them to relax and explore from a secure base. She is experienced and has a good knowledge of child development and how children learn. The childminder interacts well with children during activities, extending skills whenever possible. For example, as she helps children to make buns, they count the eggs, look at the recipe together, weigh the ingredients and talk about mixing and stirring. She talks to them in a natural and relaxed way, encouraging their thinking and developing their skills in communication and literacy. Consequently they are confident learners and make good progress.

The childminder takes children on visits to a family farm, where they are able to see new born animals, ensuring that children learn about the natural world. She understands the

value of these experiences and is able to maximise the learning involved. The childminder works hard to ensure that children with English as an additional language settle and progress well. For example, she encourages older siblings in a family to write out words and phrases to use with the younger children in her care. As a result, children make good progress and staff at the pre-school attended by the children comment that the children are developing communication and language skills well.

The childminder gathers information from parents when children first attend and continues to make regular observations, recording them in learning diaries. Parents contribute to the diaries and the childminder talks to them regularly about the children's progress. She is able to link the observations to the Early Years Foundation Stage, and understands how to help children develop towards the next steps in learning. However, observations and photographs are not always linked together to inform parents and other settings about children's progress in a clear way.

The childminder demonstrates a sound understanding of the stages of development and is able to talk confidently about the progress of the children in her care. Although there are no children with additional needs on roll at present, she has worked with speech therapists and health visitors and supports parents when children need additional support.

The prime areas of learning are a priority and children develop well with the childminder, enabling them to make good progress across all areas of learning. The homely atmosphere and close relationships with the children ensures children are relaxed and eager to learn. They develop language skills particularly well as they constantly interact with the childminder, talking things through and exploring ideas. For example, the childminder encourages children to talk about the need to let cakes cool before icing them, and to think about what might happen if they ice them before they are ready. She is skilled at gently guiding them, so that they develop good communication and language skills.

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

The childminder forms close and secure relationships with children, which enables them feel happy and safe, allowing them to become independent. They are eager to learn and enjoy their time with the childminder. The childminder promotes healthy lifestyles by taking children on regular outings to the park. They also visit a local wildlife park, the zoo, and parent and toddler groups so children find out about the world around them. Children have regular access to an enclosed, secure garden, which is equipped with resources which develop physical skills. During the school holidays they go on outings with other childminders from the area, so children socialise and develop social and emotional skills. The childminder manages children's behavior well and acts as a good role model. Parent's comment that children's behavior is improved as they spend time with her, and she is able to support them in this area. This shared approach ensures consistency for children and helps them to manage their own feelings and develop emotionally. The childminder encourages children to think about how to care for the family pets and how to be careful as they stroke and hold them. Children delight in feeding the cats and guinea pigs and

enjoy finding out about them. The environment is welcoming, with a good range of resources, which the children can access for themselves, encouraging independence and exploration. The childminder is fully aware of her responsibilities for keeping children safe. She knows the safeguarding procedures and has a good knowledge of child protection issues, and how to act if such issues arise. The childminder ensures that the environment is safe for children to explore by regularly assessing risk. She encourages children to be safe, but allows them to develop their own sense of risk when exploring, ensuring that they develop personal, social and emotional skills. The childminder promotes good hygiene practices, ensuring that children wash their hands before starting the cooking activity, and cleaning up as they go along. She also ensures that they understand the importance of washing their hands after handling and feeding the family pets. The childminder supports children well when they first attend, working with parents to ensure that they settle happily. She liaises well with parents about care routines to ensure consistency for children, enabling them to feel happy and secure. Children are well prepared for school, and the childminder takes children to the local schools everyday. There is good liaison with other settings, for example the childminder meets with staff at local pre-schools attended by the children in her care, developing a shared approach to care and learning and development.

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

The childminder has a good understanding of how children learn and develop. She plans age appropriate activities, which are child centered, ensuring that children's individual needs are met. She understands the importance of seeking help and advice from outside agencies when necessary and is able to support families.

Policies and procedures are regularly reviewed and shared with parents. The childminder understands her responsibilities for keeping children safe and the safeguarding and welfare requirements of the Early Years Foundation Stage are fully met.

The childminder is reflective of the service she provides and works with a childminding agency and other childminders to develop her practice. She also uses parental questionnaires and talks to parents in order to improve the service she provides. The childminder has good relationships with parents. They feel that their contribution towards their children's learning and development is valued, and they are well supported by the childminder in the care and nurturing of their children. Although there were no parents available on the day of inspection, thank you cards and letters expressing their thanks and satisfaction with the service from parents was reviewed.

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	117397
Local authority	Plymouth
Inspection number	842724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	17/10/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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