

Inspection date	30/06/2014
Previous inspection date	03/11/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 strong and warm relationships with children, so that they are happy, secure and confident in her care.
- The childminder incorporates visits to local parks and play areas into her daily walks to and from school. The children benefit from the fresh air and are able to develop their physical skills and confidence on a range of apparatus.
- Children learn to socialise and grow in confidence interacting with other people, because the childminder regularly takes them to toddler groups.

It is not yet outstanding because

- The childminder does not teach children about their friend's culture; resources lack positive images of disabled people, to raise children's awareness of these aspects of differences and diversity.

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 in the childminder's home.
- The inspector sampled documentation regarding children's progress.
- The inspector checked documents relating to the suitability and qualifications of the childminder and members of her household.
- The inspector held discussions with the childminder.
- The inspector checked documentation regarding children's welfare.

Inspector

Lynne Bowden

Full report

Information about the setting

The childminder registered in 1987. She lives with her husband and their two grown up sons in the city of Plymouth, Devon. The whole of the ground floor is available for minded children. The family have a pet parrot.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has two children on roll in the in the early years age range. The childminder takes and collects children from nearby schools. She uses the local amenities and parks for additional learning experiences. The childminder 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:

- improve the range of resources to help children learn about and respect people with disabilities and to learn about and celebrate children's own backgrounds.

Inspection judgements

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

The quality of the educational programme is good. The childminder knows children well. Using her experience and understanding of child development, she provides appropriate activities and experiences, to support and promote their progress. She shares information with parents in regular conversations and keeps some records, which show how children make progress over time. The childminder is aware of the need to produce progress summaries for children aged between two years.

The childminder takes children on regular outings to local parks. These enable children to develop their physical skills and learn about the environment. There, while the childminder pushes babies on the swings, they develop their balance and spatial awareness. In addition to enjoying the sensation and growing in confidence, this activity supports children in gaining the stability they will need to sit unsupported and reach for toys. The childminder makes good use of these outings to talk to children about what they can see around them. This encourages children's communication and increases their vocabulary and counting skills, as they talk about, count and describe cars and flowers that they see. The childminder takes children on regular visits to toddler groups, to extend their circle of friends and learn to socialise. The childminder encourages them to consider how their friends feel and teaches children to take turns and begin sharing resources.

In her home, the childminder gives children sufficient space to develop their crawling

techniques, so that they learn to swiftly move across the room to handle and play with toys, which attract their interest. The childminder provides just enough support with furniture and cushions to enable babies to safely sit unaided for increasing lengths of time. This increases children's ability to handle and play with toys and helps children develop the core strength and balance to support themselves. The childminder demonstrates the effect of pushing and turning buttons and knobs on toys. This encourages children to develop their coordination and manipulative skills, while learning about cause and effect.

The childminder's interactions with children are very good. She makes strong eye contact with babies and they smile in warm response to the childminder when she talks to them. They try to respond with early attempts to talk. However, the childminder has not sought information from parents about their home language and culture, to enable her to celebrate these and support children in learning and valuing both English and their home language.

Her provision of construction play equipment enables children to develop coordination and compare sizes as they build towers and other structures. They develop their imaginations and show awareness of the world around them when playing with small world people and dressing up resources. The childminder provides play dough and drawing and writing equipment to enable older children to develop hand strength and coordination, so supporting their future writing skills.

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

The childminder gets to know children and their families well. The warm, caring relationships she develops with them enables children to be happy, confident and secure in her care. The childminder uses her knowledge of children to meet their individual needs and provide continuity of care. The childminder incorporates visits to local parks as she walks children to and from school each day. These activities support children's developing physical skills and they benefit from daily fresh air. This helps to promote their awareness of a healthy lifestyle.

Her risk assessments show how she keeps children safe on outings. The childminder also uses these outings to teach and reinforce road safety rules. These experiences enable children to develop a good awareness of their own personal safety. Although children are able to access books and toys, which show people from other cultures and with different skin tones, these do not reflect children's own cultures or show positive images of disabled people. This limits children's awareness and understanding of differences and diversity. The childminder praises positive and helpful behaviour and keeps children occupied. This leads to children behaving well.

The childminder ensures that drinking water is readily available and encourages children to children to quench their thirsts. She stores packed lunches safely and appropriately and keeps a stock of baby milk to prepare their bottles with. She is responsive to signs that children are hungry or tired. She follows babies' familiar routines to support them in falling asleep. These include feeding them a bottle of milk and pushing them in their pushchair

until they settle. The childminder supports children's growing independence as she encourages older children in their toilet training. Nappy changing procedures are appropriate with the childminder quickly disposing of nappies and washing her hands. The childminder fosters children's developing communication skills, self-confidence and independence, which equips them with the skills that they need for their future moves to pre-school and school. They grow familiar with the school site, when they accompany the childminder to collect their friends from there.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding requirements of the Early Years Foundation Stage. She is aware of child protection issues and demonstrates a good understanding and awareness of the signs and symptoms of child abuse. The childminder's safeguarding policies, detail the procedures to follow and include relevant, current contact numbers. She ensures that she carries out suitability checks on all adults living in her home. Records of risk assessments show how she keeps children safe, both in her house and when on outings. Her home is secure and the areas of her home that children use are safe. The childminder protects young children when on outings by her use of pushchairs and reins.

The childminder meets all welfare requirements. Her policies and procedures are readily available and parents sign to confirm that they have read them. The childminder and parents share information informally, through discussion, about children's activities, progress and routines to support continuity of care. The childminder has a sound understanding of her responsibilities to meet the learning and development requirements. She uses her knowledge and experience of children's development to assess children's progress and provides activities to promote children's next steps, progress and learning.

The childminder is aware of her strengths and areas for development. She attends training and seeks support to develop and improve her practice. This demonstrates her capacity to develop her provision.

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	117435
Local authority	Plymouth
Inspection number	813542
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	03/11/2010
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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