

Inspection date	06/08/2014
Previous inspection date	18/01/2012

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

- Children are happy and secure, and enjoy their time with the childminder. They form secure attachments with her and this enables them to make good progress.
- The childminder has good relationships with parents, and supports them well to ensure children develop to their full potential.
- Children develop good social and communication skills because the childminder supports their ideas and listens to them, valuing what they say.
- The childminder is creative and encourages children to develop their creative skills by providing resources and space for them to make pictures and models, talking through their ideas and praising their efforts.

It is not yet outstanding because

- The childminder talks to parents about their children's progress but does not include contributions from parents to children's developmental records so that they are actively involved in their children's learning.

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 accessed by children.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed children taking part in activities and routines.
- The inspector sampled appropriate documentation, including policies and procedures.
- The inspector observed children engaged in activities alongside the childminder, and discussed the learning and development.

Inspector

Margaret Baird

Full report

Information about the setting

The childminder has been registered since 2011. She lives with her husband and two children, aged seven and four years old, in Plymouth, Devon. The house is close to parks, shops and a primary school. Areas used for childminding include the ground floor living room, dining room and kitchen. On the first floor, there is a bathroom and two of the bedrooms are available for children to sleep in. There is an enclosed rear yard for outdoor play. The family have a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has one child on roll and provides overnight care. The childminder attends local carer and toddler groups. The childminder is a member of a local childminding support group.

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 for ensuring parents are able to contribute to the developmental records of children so that they are actively engaged in their learning and development.

Inspection judgements

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

Children are happy, secure and enjoy their time with the childminder. She plans activities according to the interests of the children, and ensures that all areas of learning are covered. In planning, she is able to use one activity to develop many areas of learning, and sees them as interlinked. For example, children make theatres and puppets from cardboard boxes they have collected, using scissors and crayons and pens, which develops physical skills. They act out stories and talk about the characters they are drawing, which develops their creative, communication and language skills. Children eagerly take part in the activity and cooperate with each other, which improves their social and emotional skills and ensures that they become confident learners.

The childminder has a good knowledge of child development and how children learn. She has brought up three children of her own and is experienced in supporting children as they develop through the different stages of learning. She interacts well with children during activities, extending skills in various areas of learning. For example, she encourages them to find paper to write down orders as they play with the tea set and pretend to serve cups of tea. This develops skills in literacy and mathematics. She is enthusiastic and motivates children, supporting their ideas and praising their efforts to write numbers and letters. The childminder ensures that children take the lead and gets down on their level during activities. She knows when to step back and let them interact with each other or quietly

play alongside her. This supports progress in their personal, social and emotional development. Furthermore, it ensures children are engaged in activities for long periods of time because they feel secure and enjoy the activities they have developed for themselves.

The childminder makes regular, precise observations, which she links to the Early Years Foundation Stage and uses to identify children's next steps for development. She has developed children's learning journeys, which bring this information together effectively in a book so that she can plan activities, which will support children as they develop in all areas of learning. The childminder records information in order to complete progress checks for children aged two years and shares this information with parents. Although the childminder shares learning journeys with parents and has daily discussions with them about children's progress, she does not have systems in place so that parents can make contributions to their children's learning journeys and be actively involved in their learning.

The childminder ensures she knows and records children's starting points, and spends time observing them when they start. This ensures that they make good progress, and she is able to prepare them well for the next stage in learning.

Helping children to develop in the prime areas of learning are a priority for the childminder and children make good progress, particularly in their personal, social and emotional development. The childminder and her family have close relationships with the children, and children appear relaxed and very much part of the family. This means that they feel secure, have a good sense of self-esteem and develop good social skills. The childminder interacts with children effectively and uses strategies such as repeating sentences clearly they use, to develop children's language and vocabulary. Children develop good social and communication skills because the childminder supports their ideas and listens to them, valuing what they say. The childminder provides an enabling environment, which encourages children's physical development. There is a secure outdoor area with a range of toys available for children to climb, run and jump. The childminder also takes children to the local park to feed the squirrels, and they walk to school every day. This ensures that they get plenty of fresh air and exercise, and find out about the world around them. The childminder has a good range of pens, crayons and paints, which children use to create pictures and models. This enhances children's creative skills and helps them develop their small-muscle control. She is creative and encourages children to develop their creative skills by providing resources and space for them to make pictures and models, talking through their ideas and praising their efforts.

Children enjoy visiting other childminders so that the range of activities for them is extended and they can socialise with children of different ages. The childminder is sensitive to their needs and plans visits and outings carefully so that children feel comfortable and supported when they go out.

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

The childminder has settling-in procedures in place and works with parents to enable children to settle well when they start. She forms close and secure relationships with children, which enables them feel happy and safe, allowing them to become confident and independent. She has two young children of her own and the children in her care become part of the family. The childminder is warm and caring towards children in her care and they display affection for her. As a result, they are relaxed, eager to play and develop well both socially and emotionally.

The childminder manages children's behaviour well and acts as a good role model. She acknowledges their feelings, and supports them very well to become calm and to think about how their actions may affect others. The childminder uses a variety of sensitive strategies to effectively support children to manage their own behavior. For example, she distracts children when they find it difficult to share resources and praises them when they behave well. She has clear expectations and supports them by reminding them of the routines of the day, so they accept that they need to wait sometimes. The childminder listens carefully to children so that they feel valued and have a sense of belonging. As a result, they are confident to share their ideas and have good levels of self-esteem.

The environment is welcoming. The childminder provides a good range of resources, including multicultural resources, which the children can access for themselves, encouraging independence and exploration. The resources available are interesting and set out invitingly and the childminder makes some of the resources herself. This ensures children enjoy their play and maintain interest and concentration.

The whole of the downstairs of the house is used for childminding. The childminder's home is well organised and everything is child friendly because she has two children of her own. The childminder is fully aware of her responsibilities for keeping children safe. She ensures that the environment is safe for children to explore by regularly assessing risk for the home environment, activities and for outings. She encourages children to be safe, but allows them to develop their own sense of risk when exploring, ensuring that they develop personal and social skills. For example, when children play hide and seek, she allows them to play and explore, but reminds them that they need to be careful about bumping their heads when they hide and make dens.

The childminder promotes a healthy lifestyle by preparing healthy food for the children and going to the local park. Her home is clean and tidy and hygiene practices are good. She talks to children about the importance of washing their hands and displays signs, which reinforce the practice.

The childminder supports children well when they first attend, working with parents to ensure that they settle happily. She encourages parents to visit and to stay as long as necessary to ensure children feel safe and secure. Children are well prepared for school, and transition arrangements are carefully considered. There is good liaison with the school and children go each day to drop other children off and so become familiar with the staff and other children.

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

The childminder has a good knowledge of how children learn and develop. She demonstrates a good understanding of her responsibilities in meeting all the requirements of the Early Years Foundation Stage. She has a written safeguarding policy, which she shares with parents and an up-to-date knowledge of child protection. She is able to describe the signs of the different types of abuse and her policies contain information about the agencies to contact for dealing with concerns when they arise.

The childminder seeks help and advice from outside agencies when necessary. For example, she has worked with a speech and language therapist and has used the activities recommended by the therapist to help develop children's communication and clear speech. She supports parents very effectively who need to contact other agencies; consequently, children receive help promptly and effectively. This ensures that children make good progress from their starting points and continue to develop towards their full potential.

The childminder is a member of a childminding association and meets with other childminders for mutual support. She is keen to remain up to date with current practice and attend training courses as necessary. The childminder is reflective of her practice and enthusiastic about providing good quality care for children and families. She evaluates her practice so that she can improve the service she provides, and now has a self-evaluation folder in place, which sets out her strengths and areas for further development.

The childminder has a very good, supportive relationship with parents. Parents often look to her for help and advice, and value the contribution she makes to the development of their children. Parents say that her advice has been invaluable regarding issues such as potty training, and that she works with them to use joint approaches to address issues such as behaviour. Consequently, this ensures that there is consistency and security for children. Parents also remark that children are extremely happy, and say that the childminder provides a welcoming, friendly, clean and well-organised environment for their children.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY431218
Local authority	Plymouth
Inspection number	845455
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	18/01/2012
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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