

Inspection date	05/01/2015
Previous inspection date	05/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides a friendly and homely environment where children are relaxed and enjoy activities that she provides.
- The childminder develops secure relationships with the children. These help to develop their feelings of security well and promote confidence to learn.
- The childminder teaches children to develop their communication skills that help them to progress well in all areas of learning.
- The childminder builds positive relationships with parents, which helps them to work together to support their children with consistency between home and the childminder.
- There is a secure outdoor area where children play and learn in the fresh air.

It is not yet outstanding because

- Some resources are not easily accessible to children, which means they cannot always make independent play choices.

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 toured parts of the childminder's home used for childminding purposes.
- The inspector observed children engaged in organised and self-selected activities.
- The inspector listened to the views of parents through conversations held during the inspection.
- The inspector discussed children's learning and development with the childminder and reviewed records that the childminder maintains.
- The inspector discussed the childminder's policies and procedures, including the safeguarding policy.

Inspector

Tristine Hardwick

Full report

Information about the setting

The childminder registered in 2011. The childminder lives with her husband and two children in a semi-rural location close to shops and parks on the outskirts of Plymouth, Devon. The downstairs of the home is used for childminding purposes as well as an upstairs bedroom, where children sleep. The bathroom and toilet are located upstairs. There is a secure garden for outdoor play. The childminder offers care between 9.30am and 5.30pm, all year round. The childminder cares for children from birth to eight years old, and there are currently six children on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the quality of the learning environment so that it is highly stimulating by making resources more reachable to small children, so they may make independent choices readily.

Inspection judgements

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

The childminder gathers useful information about children before they start. This helps her to plan activities they will enjoy, so no time is wasted. She sets termly projects, such as 'All about me' and builds in learning activities that are relevant to each child's individual needs and ability. For example, with small children she encouraged them to look into a mirror to examine their faces, and then draw what they saw. The childminder sits close by to give support. She skilfully interacts to stimulate conversations that help children to identify their features and promotes their language development. As a result, children learn about themselves and others as they compare similarities and differences, such as eye colour.

The childminder makes regular observations of children's progress, which she shares with parents immediately through an online system. Parents report they are very happy with this routine as it enables them to see what their children have been doing, keep up to date with their progress and helps them support children's learning at home.

The childminder understands the children's abilities well and plans what they need to do next based on these. This planning helps her to ensure that all activities are achievable and relevant to the learning and development needs of all children. As a result of her good teaching, children make good progress. The childminder prepares activities for children, ready for their arrival each morning so they can immediately play and begin learning.

These activities cover the areas of learning. For example, an imaginative-play corner enables children to learn how to care for others, such as by pretending to give dolls a bottle of milk. The childminder has many resources that are not in small children's reach. This arrangement reduces their opportunities and limits their ability to develop their own and new interests independently.

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

The childminder takes time to settle children into her setting. She works closely with parents to support their children's emotional needs and confidence during this time. This care means children are happy and enjoy being with the childminder, which helps them to learn and progress well.

The childminder is a good role model to children. She is polite with children at all times, and responds with consideration to their needs. For example, when children become tired, she cuddles and reassures them. As a result, children copy. They are confident in expressing their feelings to one another, such as by cuddling friends who they have not seen for a while. Children behave well.

The childminder promotes children's social skills well. She takes them to a variety of community groups where they learn to interact with others in different environments. This helps prepare them well for when they move onto school. The childminder also takes children on a variety of interesting excursions. For example, they visit local parks, beaches and lakes where children learn about nature. Children develop their muscles and gain greater control of their bodies as they walk or run in these environments, as well as in the secure garden area at home. Here, there is a range of challenging climbing equipment and a trampoline, which children regularly enjoy. The childminder does not make the best use of the equipment and resources available in her home because sometimes she does not organise these so children can reach them easily. This reduces their independence as learners and means the environment provided is not highly stimulating.

The childminder promotes a healthy lifestyle. She teaches children to wash their hands before eating, which prevents the spread of infection and helps them learn good hygiene routines. She offers a range of fruit for snack time, which children enjoy, to encourage healthy eating. Furthermore, she works with parents to ensure they provide a variety of nutritional food in children's lunches, to help maintain children's good health.

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

The childminder understands her responsibilities to meet the learning, development, safeguarding and welfare requirements, which she does effectively. Since her last inspection, she has addressed the recommendations set to improve her practice. She regularly completes self-evaluation procedures, which help her to ensure she continues to meet children's needs well. As a result, she has a clear understanding of the strengths and

areas for improvement in her setting. The childminder has developed the way she monitors children's progress. This improvement helps her to keep accurate information about children's development, and to contribute towards completing the progress check for two-year-old children. The childminder understands the role of training in improving her practice and is proactive in booking relevant courses.

From an on-line system, the childminder shares policies and procedures with parents, which she reviews and updates regularly. These clearly detail how she manages her setting and the procedures she follows in certain situations, such as when children are unwell. This means parents understand her responsibilities, which helps keep children safe and healthy. She has a robust safeguarding policy, which highlights relevant telephone numbers of organisations she would contact, and outlines steps she would take, if she had cause for concern about a child's welfare. The childminder understands the importance of working with parents. She takes time to build working relationships with them, in order to support their children with consistency and routine.

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. 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	EY431271
Local authority	Plymouth
Inspection number	823676
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	05/01/2012
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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