

<b>Inspection date</b>	08/01/2015
Previous inspection date	11/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 warm and safe environment for children to play and learn.
- The childminder forms positive relationships with children, which helps them to feel secure and develop well.
- The childminder has built good relationships with parents and works in partnership to support their children's emotional development.
- There is a good variety of resources for children to play with, which appeal to their variety of interests and learning needs.

#### **It is not yet outstanding because**

- Mealtime routines do not enable all children to sit together to develop their communication and social skills further.

## 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 children engaged in organised and self-selected activities.
- The inspector took into account parents' views by reviewing questionnaires, which they had completed for the childminder.
- The inspector viewed children's learning and development information and records.
- The inspector reviewed the childminder's policies and procedures, and documentation, including the safeguarding policy.

## Inspector

Tristine Hardwick

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her husband and teenage child, in Plymouth. She works alongside another childminder from these premises. The house is within walking distance of shops, schools and parks. The majority of downstairs areas are available for childminding, including the ground floor toilet. Children, who sleep during the day, use the childminder's bedroom on the first floor. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is open each weekday from 7am until 6pm. Together, with the other childminder, they currently care for 11 children, 10 of whom are in the early years age range. They provide government funded places for two, three and four-year-old children.

### What the setting needs to do to improve further

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

- develop mealtime routines to extend all children's social and communication skills even further.

### Inspection judgements

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

The childminder meets with parents before their children attend. She gathers relevant information about their children, which helps her to organise activities their children will enjoy from the beginning. This wastes no time and children keenly learn from the outset. The childminder lays out resources ready for children to access as soon as they arrive. For example, they play with a toy kitchen and make cups of tea for the childminder. Similarly, children can easily reach other equipment that has not been set up. Together, this helps children to make independent choices in their learning and develop new interests. The childminder supports children's interests well. She observes them as they play and immediately plans new activities or excursions to support them in their next stage of learning. For example, as some children are due to move onto school, she plans experiences that will help them to settle well. She teaches children to count with larger numbers and plans art activities to help them gain greater pencil control, which promotes early writing skills. The childminder teaches children to develop an interest in books. As children look at the pictures, the childminder reads the story and points to the words. This helps children to understand that printed words carry meaning. As a result, children develop early reading skills.

The childminder supports children's communication and language skills well. She constantly stimulates conversations and asks questions about their play choices. This helps

to develop children's thinking skills and challenge their own learning. However, during mealtimes, due to the seating arrangements, children do not always have opportunities to engage in discussions and conversations as a group. The childminder records children's development in individual learning journals. These are always available to parents and discussed regularly. This means parents are aware of their children's progress and can work together with the childminder to provide consistent learning routines for their children. As a result, children make good progress.

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

The childminder forms secure relationships with children. This is because she works with parents to understand their children's needs. As a result, children are confident and happy. They are eager to learn because the childminder supports their emotional development well. The childminder is a positive influence on children. This is because she models good behaviour. As a result, children copy and behave well. She helps them to develop good self-esteem by praising their achievements. For example, when children stack blocks, she acknowledges them with praise and encourages them to try again. This helps children to consolidate their learning independently. The childminder supports children's social skills. She takes them to toddler groups where children learn to form new relationships with different children and adults. However during mealtimes, children do not all sit together. This does not help them continue to practise important interaction skills.

The childminder teaches children to develop a healthy lifestyle. She helps them to wash their hands before eating to prevent the spread of germs. After eating, children use individual flannels to wipe their own faces and hands independently. This supports their understanding about personal hygiene. The childminder helps children to develop their physical skills. They visit parks or play on a range of large equipment, such as the trampoline or climbing frame in the secure garden area. As a result, children develop their muscles and gain greater control of their bodies.

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

The childminder understands her role and responsibilities to meet the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. Since her last inspection, she has made improvements to the evacuation procedures she uses. She records the names of all children who take part and writes a review of the activity. This helps her to make the procedure more efficient. As a result, children understand how to behave in the event of an emergency. The childminder systematically reflects on her practice, activities and procedures with her co-childminder. She has a good understanding of the strengths and areas for improvement in her practice. This helps her to meet children's changing needs. For example, she organises trips to places that help children cope in new environments, preparing them well for school. Overall, she organises most daily routines well to support children's good progress.

The childminder monitors the effectiveness of her planning and educational programmes to meet children's learning and developmental needs well. She makes periodic written summaries of children progress, including the completion of the progress check for two-year-old children. She shares this with parents, offering them the opportunity to contribute to their children's next steps in learning. Parents state they are 'very happy' with the care the childminder provides, reporting that she is 'extremely professional'. The childminder has a range of policies and procedures that detail how she manages her setting. She updates these annually to ensure they continue to provide clear and up-to-date information. The childminder shares these with parents, helping them to understand how she deals with particular situations, for example, managing children's behaviour. The childminder confidently identifies signs and symptoms of abuse and follows a robust child protection procedure, should she be concerned about children's welfare. The childminder understands the benefit training has on her practice. She proactively books onto relevant courses, for example, safeguarding and first aid. This helps her to ensure her procedures to protect children are up-to-date.

### **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

<b>Unique reference number</b>	EY435700
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	824106
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/04/2012
<b>Telephone number</b>	

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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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