

Inspection date	11/12/2014
Previous inspection date	07/10/2009

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 has a very good understanding of the Early Years Foundation Stage and how children learn. She knows children well and plans effectively for the next steps in their learning, thereby ensuring she meets children's individual needs.
- The childminder provides a welcoming, well-organised environment with inviting resources and activities that engage children and encourage them to become motivated to learn.
- The childminder establishes strong partnerships with parents. Good communication effectively contributes to meeting individual children's learning and care needs well.
- The childminder has warm and affectionate relationships with children, which effectively supports their emotional and social well-being.

It is not yet outstanding because

- The childminder does not always give children time and the opportunity to explore resources fully so that they can follow their own ideas in creative play.

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 activities with the childminder.
- The inspector talked to children and the childminder at appropriate times during the inspection.
- The inspector sampled documentation, including children's progress records.
- The inspector spoke to parents and took account of their views from written statements.

Inspector

Margaret Baird

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two school-age children in the city of Plymouth, in Devon. She lives within easy reach of a leisure centre, parks and shops, and walks to local schools. Children use all areas of the childminder's home. There is a garden for outdoor play. There are currently five children attending who are in the early years age group. The childminder also offers care to children aged over five years to 11 years. The registered 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:

- extend opportunities for children to develop their own ideas in creative activities to enhance the development of their imagination and creativity.

Inspection judgements

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

Children are happy and settled, and enjoy their time with the childminder. She has a good understanding of the Early Years Foundation Stage and how children learn. The childminder makes precise observations of children as they play and plans activities according to their needs and interests. She gets to know children very well and meets their individual needs, enabling them to make good progress in their learning. Activities are inviting and encourage children to explore. For example, children are fascinated by the texture of ice in a tray. They watched it melt and talked about how it felt. This means that children develop curiosity and become motivated to learn.

The childminder uses very effective teaching techniques that develop children's skills in several areas of learning during all activities. She takes every opportunity to promote learning as children play together. For example, she encourages younger children to develop physical skills as they roll out playdough and older children to notice the texture and the shapes they are cutting out. She talks to them as they play, extending vocabulary and skilfully developing their language skills. Consequently, children display good levels of confidence and enjoy learning. The childminder provides a homely environment with a good range of resources, which children access for themselves. There are letters and numbers displayed so that children can use them as they play. However, creative resources are not always easily accessible so that children can follow their own ideas and fully develop their creativity and imaginative play.

The childminder takes children on regular visits to parks to develop their physical skills.

They go to the library where they have access to an extended range of books to encourage their enthusiasm for stories and reading. The childminder takes children to local toddler groups enabling them to socialise with others and to make friends. This helps prepare them for new experiences and future learning. The childminder enriches learning for children by arranging visits from the local police and trips to the fire station so that children find out about the local community. This helps develop their knowledge and understanding of the world around them.

The childminder successfully involves parents in children's learning by sharing planning and talking to them about what children are learning at home. She values their contributions and the positive relationships mean that children benefit from a consistent approach to their care and development. This contributes positively to their emotional well-being and motivation to learn. Consequently, they progress well.

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

The childminder forms caring and affectionate relationships with children. She provides a nurturing environment which enables children to develop and thrive. As a result, children display high levels of confidence and enjoy learning. Children develop friendships and show consideration towards each other as they share resources and play well together. The childminder encourages them to take turns, cooperate and think about others, which prepares them well for moving on in their learning. The childminder ensures children who are learning English as an additional language have opportunities to use their home language and see signs and key words to reinforce this. For example, she displayed children's artwork, which celebrated Christmas in Spanish and German. The childminder promotes cultural diversity by introducing children to some of the different festivals people celebrate.

The childminder supports healthy lifestyles and children enjoy eating nutritious snacks together. She encourages them to help prepare food and help themselves, which develops independence. The childminder encourages children to follow clear hygiene routines and they understand the importance of washing their hands before snack and after messy play. Snack time is used as a social occasion, when children talk together and communication and language skills are developed. The childminder helps children develop good physical skills by taking them on walks, visits to parks and to swimming and gymnastics sessions at the nearby leisure centre. The childminder also provides a good range of resources in the secure garden area, which promotes physical development and enables children to enjoy being in the fresh air every day.

Children attend the toddler group at the local pre-school, so they become familiar with the staff and children. When they are about to start pre-school the childminder talks to key members of staff and shares children's achievements. This helps ensure that children move confidently to a new setting. When children are due to start school the childminder takes them for visits and makes books, which include photographs of teachers, children's coat pegs and toys. This enables children to become familiar with the school and helps them to become ready for this important step in their learning. The childminder promotes

children's emotional well-being successfully.

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

The childminder's understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage is strong. She has clear safeguarding policies and procedures and is familiar with the current referral procedures of her Local Safeguarding Children Board. The childminder's risk assessments are thorough and effective and children are safe and secure in her care. She ensures children are kept safe on outings and walks. The childminder ensures children develop a good awareness of staying safe as they play, for example, by tidying away when they have finished an activity. She renews her knowledge of paediatric first aid regularly and reminds children to take care so there are fewer accidents.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She skilfully assesses children and is quick to notice any gaps in their development to enable extra support to be put into place. The childminder has well devised plans to complete progress checks for two-year-old children. Consequently all children make good progress from their starting points.

The childminder is effective in her self-evaluation and takes account of the views of children and parents. She is reflective of her practice and understands her strengths and areas for further development. The childminder works hard to develop the service she provides for families. She has addressed the recommendations raised at the last inspection. For example, she has improved her planning and assessment arrangements and involved parents more closely. She is committed to further study and this has a positive impact for the children because it helps her improve her skills.

The childminder works effectively in partnership with parents and other settings. She uses a variety of techniques to establish good working relationships, such as daily diaries, conversations and informative learning journals. This means that children benefit from a consistent approach to their care and development which prepares them well for future learning. Parents speak very highly of the childminder and appreciate the care and learning their children receive. Parents comment that they really could not have asked for a better or more caring environment or person to mind 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	EY393621
Local authority	Plymouth
Inspection number	830522
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	07/10/2009
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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