

Inspection date

Previous inspection date

28/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 comfortable and secure in the childminder's home.
- The childminder uses his knowledge of individual children and their preferences and routines to meet their needs and provide consistency of care.
- The childminder makes full use of local facilities to provide children with a range of experiences.
- The childminder actively promotes children's confidence and growing independence.

It is not yet outstanding because

- Lack of a common shared framework of children's development, impacts on information shared with parents about their children's learning and progress.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 lounge.
- The inspector looked at observation records and sampled documents.
- The inspector checked the childminders qualifications and training records.
- The inspector discussed the childminders self evaluation and plans for the future of her provision.

Inspector

Lynne Bowden

Full Report

Information about the setting

The childminder registered in 2012. He lives with his wife, who is also a registered childminder, and three children in the town of St Austell in Cornwall. Children use most areas of the home. The family has two cats and a dog. The childminder provides care each weekday from 7 am until 8 pm all year round.

In addition to the Early Years Register the childminder is registered on the compulsory and voluntary parts of the Childcare Register. There is one child on roll in the early year's age range. When working alone, he may care for six children under eight years at any one

time, of these three may be in the early year's age group. When working with another childminder, they may care for six children under eight years at any one time, of these six may be in the early year's age range. The childminder also offers care to older children. The childminder regularly takes and collects children from the local school. He uses the local amenities and parks for additional learning experiences. He 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 system to inform parents about their children's learning, by referring to a shared framework of development, such as Development Matters.

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 has a secure knowledge of individual children. Through discussion with parents and his own observations he establishes children's starting points. He uses this information well, to provide activities which promotes children's good progress in all areas of learning. The childminder makes full use of local facilities. Children learn independence skills as they attempt to dress themselves for outings. They develop their balance and climbing skills on frequent trips to the local play area. Children's confidence grows as they participate in rough and tumble play and the childminder challenges them to take appropriate risks and persevere with activities. Children learn about their environment on daily outings to and from school and on trips to the Eden project. They learn about cause and effect and begin to match colours, when they fit coloured rods into a spring box and see how high they can make them jump. The childminder encourages children to increase their knowledge and vocabulary, as they identify and name different toy vehicles and discuss their functions. Children begin to understand the purpose and use of books through looking for story characters in the pictures as the childminder reads to them.

The childminder shares information with parents verbally about their children's progress. This enables them to support and consolidate their children's learning at home. However, this information does not clearly link to a development framework, such as Development Matters, to give parents a basis for their involvement in planning for their children's progress. The childminder is aware of the need to consult with parents when completing

the two year progress summary and plans to use guidance to support him in doing this.

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

Children develop secure relationships with the childminder and look to him for reassurance and approval. In his home children are confident and secure. The childminder uses his knowledge of their routines well. He ensures that they have their comfort blanket with them for naps. This gives children a sense of security and enables them to fall asleep quickly. Children begin to learn good hygiene practices. This is because the childminder consistently explains why they need to cover their mouths when coughing. The risk of cross infection is minimised by the childminder providing children with individual towels for washing and following good hygiene practices at nappy changes.

Children learn to take appropriate risks on their outings to local play areas. They become familiar with the fire evacuation plan through their participation in drills. The childminder reinforces road safety measures to children on regular walks to and from the school.

The good range of interesting and age appropriate resources is stored tidily. They interest children and support their learning and progress. Children develop awareness of difference and diversity through their daily use of dolls and small world people representing people of different race and age. They learn to persevere, share, take turns and be polite through their play with the other children at the childminder's home.

Children's developing skills, awareness of how to behave and growing independence begin to equip them with the skills that they will need for their future learning.

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

The childminder has a secure understanding of his responsibilities in meeting the safeguarding requirements of the Early Years Foundation Stage. He has attended training in child protection and has a comprehensive safeguarding procedure, to assist him in safeguarding children from harm. Therefore, he is confident of the procedures to follow in the event of a concern about a child. All adults in the household have undergone checks on their suitability. The childminder enables children to take appropriate risks and challenges at local play areas, because he carries out effective risk assessments for these outings. He has taken appropriate measures to address any safety hazards in his home and keep children safe.

The childminder is able to meet children's needs and the welfare requirements well, because appropriate documentation and effective procedures in place.

The childminder is aware of and understands his responsibilities to meet the learning and development requirements. He works collaboratively with his co-minder to provide activities to promote children's progress and learning. He monitors his planning and

delivery of the educational programmes in consultation with his co-minder. Together they evaluate their provision, identify some areas for development and take effective steps to address them. For example, they have increased their range of resources and have plans to develop the garden to offer more learning opportunities outdoors. The childminder is committed to improving his knowledge and practice by attending training.

The childminder demonstrates his effective partnership with parents by his secure knowledge of their children's needs and routines. He verbally shares information about children's activities and routines with them at the end of the day.

The childminder has not needed to establish partnerships with any other agencies or provider yet. However, he has a secure understanding and awareness of the importance of doing so, to support children's learning and progress.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY443908
Local authority	Cornwall
Inspection number	800725
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	Not applicable
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 that are usually their 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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