

Inspection date

Previous inspection date

31/01/2013

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 develop and learn in a nurturing, safe and well-resourced environment. The childminder and her assistant place a strong emphasis on keeping children safe and meeting their individual needs.
- Strong relationships are established with parents who are kept well informed about their children's progress.
- The childminder supports children's developing independence and opportunities to make choices through the well-organised learning environment and free use of the outdoor play area.
- The childminder and her assistant are well organised and demonstrate a positive attitude to extending their knowledge and skills.
- Children feel secure, as they strong and positive relationships with the childminder and her assistant.

It is not yet outstanding because

- Although children are beginning to explore early mathematics, opportunities to count in everyday situations are not always used effectively.

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 engaged in discussion with the childminder and her assistant.
- The inspector viewed the premises, toys and equipment.
- The inspector observed children at play and interactions between adults and children.
- The inspector viewed a range of documentation and children's records.

Inspector

Jayne Pascoe

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner in Newquay, Cornwall. Children use all areas of the childminder's home. A secure back garden is available for outdoor play activities. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant and there are currently 13 children attending in the early years age range. The childminder receives funding for the provision of free early education for children aged three and four

years. Children live locally and some also attend other early years settings.

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 use of number further. For example, by talking about numbers in everyday situations, e.g. doing up a coat, one hole for each button.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements. She provides a very well organised and stimulating environment, which promotes children's inquisitive and curious nature. The childminder obtains good levels of information about what children know, understand and can do prior to them attending. This information helps her to plan interesting and appropriately challenging experiences, through which children learn and develop their skills. Assessment systems are used effectively to monitor and evaluate individual progress. They contain useful levels of information, such as written observations and photographs, and are shared regularly with parents. As a result, the childminder provides good opportunities to support shared home learning.

Children form positive relationships with the childminder, assistant and other minded children. They know the names of their friends and point to their photographs on the door when asked. Children are keen to learn. They communicate very effectively through signing, facial expression, body language and emerging vocabulary. For example, after snack time very young children ask to play outdoors by pointing out of the window. The childminder and her assistant engage children in a wide range of enjoyable play experiences across all areas of learning. However, The childminder does not always take advantage of opportunities to promote an understanding of number through daily routine activities. For example, counting items such as buttons on a coat and identifying shapes in the environment.

Children make good use of the indoors and outdoors for learning. They benefit from extensive opportunities to explore the local environment and places of interest. For example, they regularly visit the beach, the Eden Project and the zoo. They also regularly participate in social activity groups at the local children's centre. The childminder

successfully supports children to develop a positive awareness, and respect, of difference and diversity through planned activities and a good range of books, toys and visual aids. As a result, children increase their ability to interact appropriately and positively with others. Children are also developing their ability to cooperate and negotiate, to maintain harmonious play. These essential skills will successfully support their transition between early years settings and on to school.

The childminder supports and extends children's learning competently. She listens to, and observes and questions, children skilfully. She encourages children's awareness and understanding of how to maintain their own health and safety through regular discussions. For example, they talk about the importance of washing their hands and are reminded not to put items such as play dough or paint into their mouths. The childminder and assistant provide additional tools and resources to improve opportunities for learning and extend play. For example, they know that children greatly enjoy sensory play so they introduce a tray of baby lotion. Children delight in making swirly patterns with their hands, smelling the fragrance and squeezing the lotion through their fingers.

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

Children form secure attachments to the childminder and assistant, who are highly attentive to children's needs and know the children well. Children actively seek and receive reassurance and praise as they play and explore. The childminder is quick to identify and address unacceptable behaviour. She praises good behaviour, which successfully reinforces children's understanding. Children follow the good examples set by the adults and are developing good manners and social skills. For example, they sit with the adults at the dining table to eat their morning snack of fresh fruits and toasted tea cakes. Children sit patiently as their food is prepared. They take their time to eat and are confident to ask for more. Snack time is a thoroughly enjoyable time to get together and engage in discussion. Through these group activities children are learning to identify and respect each other's similarities and differences. Children's behaviour shows that they feel safe and secure. For example, they confidently select favourite toys, initiate play with adults and other children, and seek comfort from adults when tired. Adults are effective in the promotion of children's safety. They remind children to move carefully indoors and to handle tools and materials carefully. The childminder respects the children's individual care routines and meets their needs promptly, for example, when changing nappies, providing food and drink and reassuring tired or poorly children by holding and soothing them.

A wide range of good quality toys and resources are accessible to children, as they are stored attractively in open, labelled boxes. The childminder displays a good selection of visual aids to support children's learning of number and letters and the play rooms are light, bright and very well-resourced. Children are rapidly developing their independence and sense of belonging as the childminder provides a range of equipment that is suitable to their age and stage of development, for example, child sized furniture, booster seats and highchairs. Children can play outdoors whenever they wish. They benefit from fresh air and physical exercise as they explore the garden. They enjoy opportunities to climb, run, balance and jump. Adults successfully promote children's awareness of the

importance of managing their personal care needs. For example, they encourage children to dress appropriately for the cold weather and to wipe their nose when necessary.

Strong and effective partnership working ensures that children's unique needs are identified, respected and met. In addition to working closely with parents, the childminder has established positive relationships with other providers and the local authority. She works effectively with other providers to maintain continuity of care and learning for children who also attend other early years settings. As a result, children are well prepared for their next stage in learning.

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

The childminder is highly effective in meeting the unique needs of the children. She competently and capably promotes children's well-being and learning. The childminder is supported effectively by her assistant. As a result, children benefit from good opportunities to make rapid levels of progress in a nurturing, enabling and secure environment. Adults know children well and understand how they learn. They provide a broad and balanced range of interesting and enjoyable experiences, which truly excite children. The activities enable children to make good levels of progress in relation to their starting points. Children's progress is monitored effectively and parents are actively involved in opportunities for shared home learning.

The childminder is well-qualified, knowledgeable and experienced. She has successfully completed an early childhood studies degree, home based childcare training and holds a valid paediatric first aid certificate. The childminder and assistant demonstrate a good understanding of the safeguarding and welfare requirements. They are confident in their ability to identify, record and report any child protection concerns if necessary. A good range of written policies and procedures are shared and agreed with parents to maintain continuity between home and the childminder's provision. Partnerships with parents are strong. Parents are very complimentary about the quality of provision. The childminder shares a good deal of information, regularly and effectively, through a variety of appropriate methods. For example, parents access information about the childminding provision through policies and procedures, a parent notice board, daily discussion, enrolment forms, contracts and consent forms.

The childminder supports her assistant well and monitors her work effectively. She has ensured that appropriate suitability checks and paediatric first aid training have been completed. Therefore, all adults working with children are suitable to do so and are equipped to treat minor injuries if required. The childminder has obtained written permission from parents for the assistant to be left in sole charge of children on occasion. For example, whilst older children are collected from school. The childminder has effective systems to identify appropriate areas for future development. For example, she plans to extend her own knowledge and skills, and that of her assistant, by attending further training. This will ensure that they keep up-to-date with changes in legislation and increase their awareness of recent early years research. She also plans to enhance the

outdoor learning area by providing additional resources to support the development of children's physical skills. Overall, the childminder demonstrates a good capacity to drive continuous improvement in her practice.

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	EY449382
Local authority	Cornwall
Inspection number	810370
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	13
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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