

Inspection date	15/04/2013
Previous inspection date	10/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 children develop warm relationships with the childminder, which help them feel secure and settled.
- The childminder provides a welcoming, well-resourced and stimulating environment.
- Communication and relationships between the childminder and parents are good. They work in partnership effectively to support children's individual needs.
- Children develop confidence and good skills to support their future learning.

It is not yet outstanding because

- The planning of some group activities is not always effective in fully engaging younger children.
- Children are not always able to freely explore a variety of natural and sensory objects.

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 engaged in discussion with the childminder and children.
- The inspector viewed the premises, toys and equipment.
- The inspector observed interactions between the childminder and children.
- The inspector sampled childminding documentation and children's records.
- The inspector viewed written feedback from parents.

Inspector

Jayne Pascoe

Full Report

Information about the setting

The childminder registered in 2007. She lives with her two children in the village of St Erme, near Truro city, in Cornwall. Children use the ground floor of the childminder's home and the toilet facilities, which are on the first floor. There is an enclosed garden for outside play. The childminder has a rabbit. There are currently five children on roll who are in the early years age group, two of whom also attend school. 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:

- review the organisation of small group activities with children who have mixed abilities, to help all to participate fully
- build on the range of opportunities to support young children's sensory experiences, for example by providing a range of objects of various textures for free exploration, in treasure baskets.

Inspection judgements

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

The childminder supports children's learning and development well. Her good knowledge of children's unique preferences and interests helps her to plan enjoyable experiences. Children are enthusiastic and keen to learn. They initiate play with favourite toys and engage in adult-led activities. The childminder is skilful in her ability to challenge older children appropriately through careful questioning, discussion and use of additional tools and materials. For example, children spread butter icing onto biscuits with a knife, before decorating with chocolate buttons and multi-coloured 'sprinkles'. They talk about colour, shape, texture and taste. The childminder provides plenty of praise and encouragement for their efforts. However, although younger children also participate in this activity, the childminder's focus is mainly on the progress of older children. As a result, younger children sometimes lose interest and move on to self-initiated play. However, taken overall, all children have good opportunities to engage in a broad and balanced range of indoor and outdoor activities, and make good progress in their development.

The childminder obtains good levels of information prior to children attending, to help her settle and interest them. She also uses this information to establish children's individual starting points. The childminder has implemented effective systems to monitor and assess children's progress. She gathers photographs, samples of children's work and written observations to provide evidence of children's achievements. The childminder shares these records regularly with parents and children to support home learning. The positive partnerships with parents contribute well to children's future learning.

Children communicate very effectively with the childminder and each other through emerging vocabulary, body language and facial expression. As a result, they confidently express their needs, make suggestions for play and form positive relationships. They develop their ability to move confidently and independently as they choose toys and resources that are stored at child height and in low accessible cupboards. The childminder has labelled these with associated words and pictures. This helps children to recognise that signs and symbols carry meaning and enables them to make independent choices. Such key skills are essential to support their future learning.

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

Children form a secure attachment to the childminder. They feel safe in her care, as she is very attentive, kind and reassuring. As a result, children are confident and happy. The childminder's home is organised very well to provide a welcoming, stimulating and child-centred environment. Overall, a broad and balanced range of interesting toys, equipment and resources are available. This helps children to separate from parents easily when they arrive, settle quickly and move confidently as they choose what they want to do. However, although the childminder provides some natural resources available, these are not readily accessible for children to explore and investigate freely in their play.

The childminder is a positive role model and as a result, children are kind, helpful and considerate to others. They take responsibility for tidying away toys after use. Through use of a suitable range of visual aids, books and toys, children are beginning to develop an awareness and respect of people's differences. They successfully cooperate and negotiate in order to maintain harmonious play. For example, they share fruit during snack time and take turns to play with favourite toys. Children are beginning to manage their own personal care needs, as the childminder makes it easy for them to find their cup of water and their hand towel.

Children understand the importance of keeping themselves safe and healthy. They follow effective daily routine procedures for hand washing. Through discussion, they are beginning to understand why this is important. The childminder is skilful in providing activities that are fun but have purpose. For example, children regularly enjoy water-play, during which they wash the toys to keep them clean and hygienic. Children benefit from healthy and nutritious meals and snacks and engage in regular opportunities to develop their physical skills as they play in the garden and park. Regular practise of emergency evacuation procedures raises children's awareness of fire safety. They also explore

'stranger danger' and road safety when on outings. Because of these good practices, children are developing a good ability to maintain their own health and safety and understand why this is important. The childminder recognises the value of establishing positive working relationships with other providers. She liaises closely with other early years practitioners to share information and plan mutually beneficial opportunities for children to engage in shared activities with the local school. As a result, this helps them to move seamlessly from one setting to another.

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

The childminder meets the safeguarding and welfare requirements well. She has a secure understanding of the local safeguarding procedures and is confident to follow these if required, to protect children from harm. The childminder implements an effective written risk assessment, which she completes along with daily visual checks to maintain a safe and secure environment. She follows similarly effective procedures for outings. The childminder shares a good range of written policies and procedures with parents to establish and agree appropriate practice. She has completed food hygiene, child protection and paediatric first aid training. This enhances her ability to promote children's health and safety and enables her to treat minor injuries if required.

Overall, good systems are in place to support children's learning and development. The childminder uses her knowledge of children to provide a range of purposeful and worthwhile experiences. She understands how children learn and interacts well to support children during self-initiated play. As a result, children are motivated and inquisitive. Assessment systems are thorough and provide a useful tool for monitoring and planning for children's progress. Strong partnerships with parents and other early years practitioners ensure that children receive the support they need. These partnerships also contribute positively as children move on to other settings.

The childminder has implemented effective systems for self-evaluation. She regularly monitors her practice to identify appropriate areas for future development. The childminder respects the views of children and parents as she responds to their suggestions by providing additional activities, outings and resources. As a result, children benefit from regular outings to local places of interest, such as the zoo, park, boating lake and beaches. The childminder has recently increased the amount of written observations contained in children's assessment records. She plans to complete training to achieve an early years qualification at level 3. The childminder recognises the benefits of continually extending her knowledge and skills and the positive impact that this has on outcomes for children.

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 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 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	EY367018
Local authority	Cornwall
Inspection number	844284
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	10/10/2008
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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