

Inspection date	24/04/2013
Previous inspection date	12/01/2011

The quality and standards of the early years provision	This inspection:	4
	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		3
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The daily attendance register does not include details of the hours of attendance of children or staff to demonstrate whether ratios are being met, the levels of supervision and which adult is responsible for each child. As a result, children's welfare cannot be fully assured.

It has the following strengths

- Children are secure and confident in the childminder's home, due to the warm relationships she develops with them.
- The childminder skilfully develops and extends activities with children to support and promote their learning and development.

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 activities both indoors and outside at the childminder's home.
- The inspector spoke with the childminder and some of the children present.
- The inspector sampled assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant.
- The inspector checked attendance records and documentation relating to the management of the setting.

Inspector

Lynne Bowden

Full Report

Information about the setting

The childminder registered in 1995. She lives with her partner and seven children in Newquay, Cornwall. The house is within close distance of amenities, such as leisure facilities and beaches. The areas used for childminding are the lounge, play room, large kitchen/diner, study and downstairs toilet. A garden area is available for outdoor play activities, where there are three chickens. The childminder has seven children on roll in the early years age range. In addition to the Early Years Register, the childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She is also registered to work with another childminder and/or an assistant. The childminder is a member of the Professional Association for Childcare and Early Years and the Cornwall Community Childminding Network.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- include the hours of attendance of each child, and of the key person who is responsible for them, in the daily record of children being cared for.

Inspection judgements

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

Children meet expected developmental levels and make good progress in their learning. This is because the childminder establishes children's levels of development and effectively uses this knowledge to identify their next steps. She plans and provides resources and activities to support their next steps and promote their learning. She skilfully adapts activities to children's individual needs and abilities. For example, during an art activity the childminder involves babies, encouraging them to explore and enjoy the sensation of paint as she helps them finger paint and create hand prints. Older children enjoy printing and creating patterns using pineapple skin and leaves. The childminder provides children with shaped sponges and paint brushes to enable them to develop and extend this. She skilfully encourages them to discuss and describe the colours and shapes that they use to create patterns. Thus, in addition to using this activity to develop children's creativity, the childminder promotes their coordination, use of tools and awareness of shapes and patterns.

Children also learn to socialise and share resources as they play together. The childminder provides opportunities for children to extend their range of friends on regular visits to local toddler groups and meeting with other childminders and their children. The childminders'

use of local facilities, such as a zoo and owl sanctuary, enables children to learn about the natural world. Children learn about domesticated animals and where food comes from. They enjoy helping feed and care for the childminder's chickens, collect their eggs and proudly carry them indoors. This supports children's understanding of the world.

Older children develop balance and physical strength as they enjoy jumping and bouncing on the trampoline. They enjoy propelling themselves on the swing. They show awareness of safety rules as they keep a safe distance from their friends swinging. The childminder provides suitable push-a-long toys. She encourages young children to take their early steps as they use these and stand and walk around using furniture for support. Children listen attentively as the childminder animatedly tells them the story of Billy Goats Gruff. She promotes children's enjoyment and participation in story telling, providing them with props. As a result, children enthusiastically act out the characters' roles.

The childminder provides parents with information about the Early Years Foundation Stage, so that they are aware of the framework she is working to. They contribute information to their children's daily diaries, in addition to holding discussions with the childminder about their children's progress. The childminder uses the information she gathers from parents and her own observations to quickly establish children's starting points. She uses these and her ongoing observation records to complete children's two-year-old progress checks.

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

The childminder knows the children well and is aware of their individual needs. She and her assistant develop warm and trusting relationships with the children in their care. This in turn leads to children being happy and confident in the childminder's home. Children respond well to clear and consistent instructions and explanations about safety rules from the childminder. An example is when she reminds children why it is not safe to stand on or climb on furniture. As older children study and handle pineapple leaves, they compare them to the shape of knives. They demonstrate their awareness of risk and safety as they talk about handling knives and sharp things carefully. However, the childminder's records do not include the deployment of adults, such as her co-childminder or assistant, to show that children's levels of supervision are always appropriate.

Children know where the childminder stores equipment. Older children confidently go to get aprons for messy play and coats for outdoor play. The range of resources in the childminder's home supports children's progress in all areas of learning and covers all developmental levels. For example, babies develop awareness of shape and size as they play with shape sorters, progressing onto simple peg puzzles, while older children enjoy the challenge of completing increasingly complex jigsaw puzzles. Children are confident, able and skilled users of the childminder's outdoor play equipment, such as the trampoline and swing. They enjoy sociable meals sitting comfortably together at the table. There, the childminder encourages children to try a variety of foods and discuss the different foods that they eat. She reminds children why they need to wash their hands before handling any foods. Babies sleep soundly and comfortably in darkened quiet rooms, where the

childminder makes regular checks on them. Children's developing self confidence, independence, communication skills and developing awareness of number and letters equips them for future changes, such as going to pre-school or school.

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

This inspection was brought forward following concerns relating to children's welfare. The inspection found that the childminder monitors safety in her home, carrying out visual checks on equipment. She has written assessments for outings, which identify risks and measures to minimise these on the journeys to and from the sites. In discussion, she demonstrates her awareness of the need to monitor the toys and materials available at other settings. The childminder and her assistant have updated their paediatric first aid training to help promote children's good health and enable them to treat children's minor injuries appropriately. The inspection also found children's attitude and behaviour shows that they feel safe in the care of the childminder. Older children show that they are aware of and deal with everyday hazards, such as play equipment and sharp knives. The childminder comforts and reassures babies with her presence and cuddles, demonstrating they are settled and happy in her care. This shows the childminder uses effective strategies to manage children's behaviour and helps children to follow appropriate guidelines and boundaries to help keep them safe.

However, the inspection found that the childminder does not demonstrate sufficient understanding of the safeguarding and welfare requirements regarding essential documentation. Her records do not always include the arrival and departure times of the children that she cares for. Nor does she have a record of when she works with a co-minder or assistant. Hence, the childminder cannot demonstrate whether she is working within adult to child ratios and able to supervise children appropriately. These are breaches of requirements which demonstrate the childminder does not maintain all the required records to ensure the safe and efficient management of the setting. As a result, children's welfare is not fully assured. The childminder is required to take further action as she is not complying with the requirements of the Early Years Register or the requirements of the Childcare Register. Despite initially complying with a previous notice to improve that required the childminder to provide evidence of children's hours of attendance, the childminder did not continue to maintain these records. This repeated breach of requirements demonstrates limitations in the childminder's capacity to sustain continuous improvement.

Nonetheless, the childminder ensures all adults in her home have undergone checks regarding to their suitability to work with children. The childminder also demonstrates her awareness of the need to protect children from people who have not undergone these checks at other settings. The childminder has attended training in safeguarding and is aware of who to contact and procedures to follow if she has concerns about a child's safety or welfare. There is a clear safeguarding policy and procedure in place to help protect children.

The childminder demonstrates a sound understanding of how children learn and develop. As a result of her planning and assessment systems, children enjoy a broad and balanced range of interesting and suitably challenging activities and make strong progress. The childminder has systems in place to share information about children's progress with other providers. She shares information with parents about their children's progress through discussion and their daily diaries. The childminder informs parents about her provision through her policies and procedures. As a result, parents are involved in their children's learning and have a clear understanding of the childminder's role and responsibilities to safeguard their child.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the hours of attendance of each child (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register

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	103196
Local authority	Cornwall
Inspection number	915802
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	12/01/2011
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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