

Inspection date	07/06/2013
Previous inspection date	31/01/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled because of the childminder's friendly, reassuring approach.
- Children enjoy a balanced range of enjoyable activities, both indoors and out, which support them in making progress.
- The childminder's home is welcoming and well-resourced.
- The childminder works effectively with parents and other early years settings to successfully promote children's learning.

It is not yet good because

- The childminder cares for more than three children in the Early Years Foundation Stage when working alone, which is a breach of the requirements.
- The childminder does not fully extend children's development of personal, social and emotional skills, in particular to help them understand and manage strong feelings and to avoid conflict.

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 viewed the premises, toys and equipment.
- The inspector engaged in discussion with children, the childminder and the assistant.
- The inspector sampled children's records, including attendance records, and childminding documentation.
- The inspector engaged in a joint observation of an activity with the childminder.
- The inspector observed interactions between the childminder, assistant and children at play.

Inspector

Jayne Pascoe

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner in Newquay, Cornwall. The premises are accessible and children use all areas of the childminder's home. A secure rear garden is available for outdoor play activities. The childminder keeps goldfish. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder works with an assistant. There are currently 15 children attending who are in the Early Years Foundation Stage. The childminder receives funding for the provision of free early education for children aged two, three and four years. Children live locally and some attend other early years settings.

What the setting needs to do to improve further

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

- Adhere to the required adult to child ratios, in order to meet the needs of all children and maintain their safety.

To further improve the quality of the early years provision the provider should:

- extend opportunities for the promotion of children's personal and social development further, in order to help them manage their feelings safely and avoid conflict.

Inspection judgements

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

The childminder has a sound understanding of how children learn and develop. She provides a balanced range of enjoyable experiences which promote children's inquisitive and curious nature. The childminder obtains sufficient levels of information about children's individual starting points prior to them attending. This information helps her to plan interesting experiences, through which children develop their skills. Children's assessment records contain useful levels of information, such as written observations and photographs. The childminder shares these regularly with parents to support shared home learning. For example, children enjoy play with homemade sensory bottles. The children have filled these with a range of different materials, which lead to interesting effects when children turn the bottles upside down. The childminder shares instructions with parents of how they can make these with their children at home.

The childminder and assistant interact appropriately with children to support them in acquiring essential skills. For example, adults encourage communication through body language, facial expression and emerging vocabulary. As a result, children express their needs capably. The childminder promotes children's physical development, as they enjoy the freedom to move between rooms and into the garden, where they use a range of equipment. Children benefit from healthy and nutritious snacks and meals at regular intervals throughout the day and they follow appropriate health and hygiene procedures. The childminder is attentive to children's needs, which helps them to feel safe and promotes their confidence. As a result, children are developing key skills to support their future learning.

The childminder interacts appropriately to support children in their chosen play. She watches over them attentively and encourages them to identify and manage everyday risk. For example, as they move over the small step from the lounge to the garden. Effective use of labelling and visual aids supports children in understanding that signs, symbols, pictures and print carry meaning. This helps them to locate favourite toys, self-register and follow the daily routine. Children problem-solve as they sort and match a range of natural materials. They sing along to the music tape and express themselves creatively through a range of interesting materials such as dough, sand and paint. Children role-play with dolls, prams and the toy kitchen. They recreate familiar experiences from home such as cooking and cleaning. Photographs of children, their family, friends and the range of people in the local community and wider world are displayed on the walls. These help children develop a positive awareness and respect of people's differences and promote a sense of belonging. Children care for the goldfish by feeding them 'food flakes' and observe wildlife in the garden and on outings. They particularly enjoy counting the ducks on the nearby boating lake, which supports their mathematical development.

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

The childminder knows children well and meets their needs promptly. As a result, children are happy, settled and content. However, on occasion the childminder is in breach of the Early Years Foundation Stage requirements. This is because she cares for more children in the early years age group than is permitted. For example, in the morning before the assistant arrives, the childminder cares for five children in the early years age group alone. She explains that, at these times, children must remain seated at the dining table until the assistant arrives. However, this restricts their freedom of choice and movement. Therefore, the childminder does not fully promote children's well-being or meet their individual needs appropriately. Children move freely at other times and are beginning to learn about managing risk. For example, when using a range of small tools during creative activities, adults remind children not to put them in their mouth.

Children benefit from an interesting range of toys and resources that are stored attractively in open, labelled boxes. These include a suitable selection of books and toys to help children develop a positive awareness of people's differences. Children develop their independence through use of a range of age appropriate equipment. They are also

beginning to identify and manage their personal care needs. For example, the childminder washes children's hands and changes nappies regularly, during which she talks to them about the importance of keeping clean.

Adults are positive role models who actively encourage children to be kind to one another. They teach children good manners and encourage social skills, but do not extend this further to model ways of dealing with strong emotions and feelings. For example, by teaching children how to negotiate, cooperate and find solutions to problems, in order to maintain harmonious relationships with others. These skills are essential in preparing children for their move on to other settings and into school life. They are especially important due to the high number of very young children attending. As expected for their age they occasionally display over-affectionate and spontaneous movements, which can have a negative affect on other children. Partnership working with parents, other practitioners and the local authority are effective. They successfully support children's learning and development needs.

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

This inspection was brought forward as a result of concerns raised about the numbers of children cared for by the childminder. The inspection found that, although the childminder is generally well organised, there are times when she does not fully promote children's safety and well-being. This is on the occasions when she exceeds the required adult to child ratios before the assistant arrives at the start of the day.

Overall, the childminder has a satisfactory understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Adults have a secure understanding of the local safeguarding procedures and are confident to follow these if required. A written risk assessment is in place and the childminder completes daily visual checks on the premises, toys and equipment. Children participate in regular emergency evacuation procedures. They learn how to identify and manage everyday risk as they handle tools and move from the indoors to outdoors.

She promotes children's learning and development through the provision of interesting and enjoyable experiences. The childminder uses effective assessment systems to plan appropriate opportunities for children to make progress. The childminder's home is safe, secure and suitable for the range of children attending.

The childminder has established effective partnerships with parents and other professionals, which help to settle children and support those who attend other settings. She also actively seeks support and advice from the local authority. The childminder monitors the work of her assistant in order to identify areas in which she can provide additional support. She actively seeks opportunities to promote ongoing professional development. As a result, they both plan to complete further early years training through the local authority in the very near future. Overall, children are happy, settled and generally well cared for. For example, regular attendance at toddler groups and visits to

local places of interest enable them to explore their local environment and engage in enjoyable social activities.

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	EY449382
Local authority	Cornwall
Inspection number	921281
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	15
Name of provider	
Date of previous inspection	31/01/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

