

Inspection date	10/09/2013
Previous inspection date	22/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	Met
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children develop extremely positive and trusting relationships with the childminder, which helps them to feel settled, safe and secure.
- The childminder supports children in making exceptionally good progress in relation to their starting point, as she has an excellent knowledge and understanding of how they learn and develop.
- Children benefit from an exceedingly well-resourced and stimulating home environment.
- Partnerships with parents are very secure and lead to excellent opportunities for shared home learning.
- The childminder has an exceptionally positive attitude to self-evaluation and has successfully identified appropriate actions to drive further improvement.

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 observed interactions between the childminder and children.
- The inspector sampled documentation and children's records.
- The inspector engaged in discussion with the childminder, co-minder and children.
- The inspector viewed parental feedback obtained through recently completed questionnaires.

Inspector

Jayne Pascoe

Full Report

Information about the setting

The childminder registered in 2002. She lives with her husband, who is also a registered childminder, and their three children in Threemilestone, on the outskirts of Truro city, in Cornwall. Children use all areas of the childminder's home. The family has a cat. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She provides overnight care. There are currently four children on roll who are in the early years age group. The childminder supports children with special educational needs and/or disabilities. Some children also attend other early years settings. The childminder provides funded nursery education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance opportunities for the promotion of children's literacy skills in the outdoor learning environment further, for example through the provision of letters, signs and symbols, involving recognition of English and other relevant scripts.

Inspection judgements

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

The childminder has an exceptionally secure understanding of how children learn and develop. She obtains very useful information about children's individual starting points. This enables her to plan extremely interesting and appropriately challenging experiences for the range of children attending. As a result, children make rapid progress across all areas. The childminder provides a high quality of teaching. She uses an extremely broad range of toys, equipment and resources to support children in their play. In addition, she interacts exceptionally well to introduce new ideas, extend language and encourage children's use of the indoor and outdoor learning environment. For example, she knows that children enjoy outdoor play and exploration. They are inquisitive, curious and very keen to learn. Therefore, she encourages them to follow the pathways through the shrubbery, searching for insect life. On finding a ladybird, they place it into a transparent container for further investigation. The childminder encourages and extends children's language skills, as they talk about how many legs the ladybird has and consider where it may live and what it will eat. Children show consideration for this small creature and carefully release it back into the garden, checking on it regularly to see if it is safe. They explain how they will 'feed it some grass because it is hungry'.

Assessment systems are robust. The childminder monitors children's progress very effectively in partnership with parents. As a result, planning meets children's individual needs and there is excellent provision for shared home learning. A record of children's achievements shows that they participate in a varied and stimulating range of learning experiences. For example, exploration of the countryside and beach provide opportunities for children to enjoy physical exercise and to collect a range of interesting natural objects. These include large stones and small smooth pebbles that are used for sculptures and to promote an understanding of number, shape and size. Children also draw happy and sad faces on to them with permanent ink. This provides opportunities to discuss and understand feelings and emotions and to develop empathy for others. Pine cones stored in a wicker basket outdoors, help children to monitor changes in the weather, as they open and close, in response to the rise and fall in temperature. Children benefit from innovative experiences during sensory play, as they dance and move to the alternating multicoloured lighting and music, interpreted into 'visualisations' via the television screen. The childminder uses daily routine activities exceptionally well to promote learning, as children count, negotiate and cooperate, and engage in purposeful discussion about health and safety procedures. Due to these highly effective practices, children develop essential key skills for future learning.

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

Children have an extremely secure attachment to the childminder. They are keen to involve her in their chosen play and actively seek her out for reassurance and to share their achievements. She responds sensitively and promptly to their specific needs, which helps them to feel safe and secure. The childminder encourages children to make choices, help themselves from the wide range of toys and to manage their own personal care needs. As a result, they are very confident, independent and self-assured. The childminder listens to children and responds enthusiastically to their suggestions and ideas. In turn, they develop a strong sense of belonging and self-worth. During everyday activities, the childminder encourages children to identify and manage risk and follow agreed procedures for road and beach safety. They routinely talk with the childminder about how to keep themselves and others safe.

Children benefit from excellent opportunities to develop a positive awareness of the importance of following good health and hygiene procedures. They make healthy choices in relation to food and drink, enjoying a selection of fresh fruits, milk and water. Through ongoing discussion with the childminder, children are beginning to understand why healthy eating has a positive impact on their overall growth and development. They enjoy taking responsibility for their personal care needs, as they wash their hands before eating and after outdoor play. Children follow the good examples set by the childminder and remove their outdoor shoes at the door, to keep floor surfaces clean and hygienic for playing on. Children rest in comfortable areas when they are tired and enjoy excellent opportunities for outdoor play and physical exercise. They run, jump, climb and balance and enjoy plenty of fresh air in the garden, in the countryside and on the beach. The childminder is a very good role model for children. They follow her positive example and are kind, considerate and extremely well mannered.

The childminder's home is exceptionally welcoming, comfortable and well organised. A very extensive range of high quality and inspirational toys, equipment and resources are readily available to children. The use of transparent storage boxes enables children to select specific items as and when they wish and to help tidy away after use. This increases their independence and sense of responsibility. In turn, this impacts positively on their sense of self-worth. As a result, the childminder helps children to prepare well for their move on to other early years settings and school. The effective use of signs, symbols, letters and pictures indoors helps children to identify items and promotes their literacy skills. However, although the childminder has resourced the garden extremely well with sensory planting, sculptures, mirrors and interesting water and weaving activities, there are few opportunities for the promotion of literacy. Therefore, children who particularly enjoy outdoor play do not benefit from as effective use of labeling and visual prompts, as those who prefer indoor play.

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

The childminder has an excellent understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. She is exceptionally well qualified, knowledgeable and experienced. The childminder demonstrates a very secure understanding of the local safeguarding procedures and is confident to follow these if required. A comprehensive written risk assessment is in place and the childminder completes daily visual checks on the premises, toys and equipment. She provides routine opportunities to teach children how to identify and manage everyday risk, which helps keep them safe from harm. Children participate in regular emergency evacuation procedures to increase their confidence and familiarity. The childminder shares an excellent range of written policies and procedures with parents and her co-childminder, to maintain consistency in the childminding practice.

Excellent systems for monitoring children's progress are in place. The childminder actively involves parents in this process, keeping them up to date with their child's current 'next steps' and suggesting good ideas for how to support them at home. Her use of an innovative range of stimulating resources maintains children's high levels of curiosity. This successfully promotes their self-confidence, as they are encouraged to achieve. The childminder understands the importance of partnership working. She has developed excellent systems for sharing information with parents and other early years settings. This includes daily diary and activity sheets, assessment records, verbal information sharing and information technology. As a result, she successfully promotes continuity of care and learning for the children in her care. Parents provide exceptionally positive feedback through recently completed questionnaires. They clearly value the high quality childcare and education provided by the childminder. These very strong and effective relationships make a positive contribution to meeting children's needs.

The childminder regularly reflects on her practice and takes into account the views of children and parents when considering areas for future improvement. She is a member of

an active professional network of childcarers, with whom she shares good practice. The childminder actively reviews recent early years research and is committed to maintaining continued professional development, to extend her knowledge and skills further. This positively enhances learning and development opportunities 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	EY229406
Local authority	Cornwall
Inspection number	812627
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22/06/2009
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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