

Inspection date	02/09/2013
Previous inspection date	22/06/2011

The quality and standards of the early years provision	This inspection:	2
	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		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 keyperson system enables adults to develop close relationships with their key children and meet their individual needs well.
- Children have easy, daily access to the outdoor play area, where they benefit from the fresh air and learn about the environment.
- Comprehensive policies, procedures and records ensure that all people involved in caring for children are well informed and able to meet children's needs.

It is not yet outstanding because

- There are limited opportunities for children to explore natural materials.
- Organisation of resources and floor space at times limits some children's ability to fully develop their physical skills.

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 in the playroom and the outside learning environment.
- The inspector spoke with the childminder and an assistant.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self evaluation and improvement plan.

Inspector

Lynne Bowden

Full Report

Information about the setting

The childminder registered in 2010 . She lives with her husband and two primary school age sons in Newquay, Cornwall. The whole of the house is used for childminding. There is a secure enclosed garden suitable for play. The family pets are goldfish and two guinea pigs.

The childminder works with a co-minder and employs three assistants including her husband.

In addition to the Early Years Register the childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are 12 children on roll in the early years age range. The childminder regularly takes and collects children from the local school. She uses the local amenities and parks for additional learning experiences.

What the setting needs to do to improve further

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

- increase children's access to natural materials to increase their sensory experiences
- improve the organisation of resources and floor space to increase children's ability to explore and fully develop their physical skills.

Inspection judgements

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

The quality of the educational programme is good. The childminder uses her observations and information from parents to establish children's starting points and priorities for their development. With this knowledge, she plans and provides activities and experiences, which promote children's good progress. The childminder is aware of her responsibility to produce children's two to three year progress summaries.

Overall, the childminder provides a good range of activities and resources that interest children, to encourage their physical development. Children develop coordination as they enjoy exploring and manipulating a range of activity centres. Babies chuckle with pleasure and thoroughly enjoy bouncing their activity centre. Aware of a child's increasing skill and pleasure at standing and leaning against furniture, the childminder sets out puzzles and games on low tables. This encourages children to play with and explore them as they

stand. Children smile in pride and pleasure as they move across the room pushing a baby walker. However, at times they face frustration when other toys and equipment block their route and somewhat limit how far they are able to walk and develop their physical skills fully.

The childminder and assistant interact well with children. They respond to young children's gestures and attempts to verbalise with interest, so encouraging their communication and emerging speech. Adults engage young children in action songs, holding hands and rocking together as they sing 'Row, row, row your boat'. This encourages children's growing confidence and relationships, awareness of rhythm and enjoyment and familiarity with songs. Children show their understanding as they happily respond to clear requests to pick up and bring named toys to adults. Adults reward this helpful behaviour with smiles and praise. This along with consistent messages from all adults about expectations and routines supports children in their social development. They develop their sense of self-worth and grow in confidence with the familiar routines and expectations.

Children enjoy cuddling up with adults to look at books together. This again supports children in feeling safe and secure and young children begin to develop awareness of books and their purpose. Adults raise children's awareness of shape, balance and size as they talk to children about height, shape and numbers. Adults encourage young children in completing simple jigsaw puzzles and building towers with stacking cups and wooden bricks. Outdoors young children explore the sensation of grass between their toes and fingers. They begin to learn about the properties and flow of water as they eagerly play at the water activity. However, the majority of toys and resources are made of plastic. This reduces the opportunities children have to experience and explore other materials, especially natural materials to enhance children's sensory experiences. Children quickly learn the links between cause and effect as they push buttons on an interactive toy to create sound effects.

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

The childminder and her staff note and respond to children's preferences when assigning their key-persons. This enables key-persons to develop close relationships with and develop their knowledge of their key children and ensure that they meet their needs. This system supports children in developing confidence and a sense of belonging in the childminder's home. Children benefit from daily access to fresh air through outdoor activities. There they learn about their environment and observe and experience changing seasons. The childminder uses outings to local parks and amenities to increase opportunities for children to develop their physical skills and to raise children's awareness of road safety.

Children become familiar with her fire evacuation plan through their participation in regular practices. The childminder provides children with meals which are nutritious and well balanced. She supports families in introducing their children to solid foods through encouraging them to feed themselves. Children become aware of different foods and their benefits as the childminder and assistants talk to them about what they are eating. Adults

encourage children to recognise their own cups and quench their thirsts with water readily available throughout the day.

Children become familiar with appropriate hygiene routines as hand washing before handling food is an integral part of the daily routine. The childminder protects children from risk of cross infection during nappy changes by conscientiously wearing disposable gloves. The childminder and all her assistants keep their first aid training up to date to ensure that they remain prepared to deal with any accidents or injuries effectively. Comprehensive procedures and records show that the childminder deals with administration of medicines and health issues appropriately. Children begin to learn about their own culture and environment on outings to local facilities. They develop awareness of difference and diversity, by seeing and using dolls and books showing positive images of people from different cultures and posters depicting a range of languages. Children's developing confidence, communication skills, independence and awareness of how to behave, begin to equip them well with the skills that they need for their future learning.

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

The childminder is aware of her responsibilities in meeting the safeguarding requirements of the Early Years Foundation Stage. She has increased her knowledge of child protection and multi agency procedures through her completion of safeguarding training. She ensures that her staff understand her comprehensive safeguarding policy and procedures, through regular discussions about the subject. Staff also complete safeguarding courses and refresh their knowledge as needed. Staff have secure awareness of their responsibilities to protect children and are knowledgeable about the childminder's policy and procedure.

The childminder has a clear risk assessment policy, which includes carrying out daily checks on home safety and keeping children safe when on outings. All adults in the household, including staff, undergo thorough checks on their suitability. The childminder records information about her staff's qualifications, employment history, references and the Disclosure and Barring checks carried out as part of her vetting procedure. The childminder has comprehensive documentation and effective procedures in place to address the welfare requirements and promote children's welfare.

She understands her responsibilities to meet the learning and development requirements and plans and provides activities to promote children's progress and learning. The childminder uses a development framework to note children's progress and identify their next steps. She shares information with parents about their children's achievements and activities, through discussion, their daily communication record book and children's learning journals. The childminder establishes effective links with other providers, such as schools to promote consistency and continuity of care. She demonstrates her capacity and commitment to improvement by reflecting on her practice with her co-minder and staff. This enables them to monitor the balance of their educational programme and identify

areas for development and future training.

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	EY414660
Local authority	Cornwall
Inspection number	928753
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	12
Name of provider	
Date of previous inspection	22/06/2011
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

