

Inspection date

Previous inspection date

01/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 childminder establishes very warm and caring relationships with children, so that they grow in confidence and self-esteem.
- The childminder makes imaginative use of a wide range of resources, which are well organised in her child centred home, so children can access and explore them.
- The childminder works closely with parents, which means children receive consistent care and learning.

It is not yet outstanding because

- The childminder does not always successfully allow children to follow their own ideas to observe and work things out for themselves.
- Hygiene practices are not always consistent and thought through, leading to increased risk of cross infection and inconsistent examples to children.

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 all play areas both indoors and out.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of the childminder's training and her self evaluation and improvement plan.
- The inspector took account of parents and carers including those expressed in the childminder's own parent survey.

Inspector

Lynne Bowden

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and their two young children in Trispen, Cornwall. Children use all areas of the childminder's home. There is a designated playroom on the first floor. A secure garden offers opportunities for outdoor play. The family has a cat, guinea pigs, and a hamster. In addition to the Early Years Register, the childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are five children on roll in the Early Year's age range. The childminder supports children with English as an additional language. She regularly takes and collects children from the local school. She uses local amenities, parks and the Eden Project to provide 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:

- extend opportunities for children to play with and explore materials fully before they are used in planned activities, and give them more time and freedom to become deeply involved in activities which engage them
- improve health and hygiene practices to further minimise risk of cross infection and provide positive examples to children.

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 of children and information from parents to establish children's starting points well. With this knowledge, she plans and provides activities and experiences to promote children's progress. Parents have secure access to their children's learning journals and progress summaries on line. These also include contributions from parents. Parents value the information that the childminder shares with them about their children's daily activities and progress in all areas of learning. They praise the childminder's role in the progress that their children make in her care. The childminder provides parents with some equipment to encourage and support their children's development at home. The childminder uses her observations and children's progress records to produce regular summaries of their progress and development. These along with information from parents enable her to produce written progress reports for children at age two years.

The childminder provides activities that generally interest children. For example crunching and squashing eggshells and dried leaves. This increases children's awareness of their environment and encourages descriptive language and discussions about what they are doing. As children enjoy their water play, the childminder encourages conversation about their activities, for example, talking about the size of bubbles and encouraging them to count them. This also introduces and consolidates children's mathematical knowledge. The childminder clearly and carefully explains and demonstrates how to use a pipette/syringe to draw up water, showing children's ability to listen to and follow instructions and develop their coordination. However, the childminder's enthusiasm to challenge and encourage children's progress sometimes leads her to interrupt them when they are absorbed in an activity, as she tries to introduce other concepts, which do not interest them at that point. All children enjoy handling and looking at books as the childminder reads to them. This supports children in developing literacy skills for the future. Young babies grow more mobile as they reach out and roll to reach toys and resources that interest them. Regular outdoor play enables children to explore their environment as they search for bugs under logs in the garden or on walks.

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

One of the childminder's key strengths is her ability to develop warm, caring relationships with minded children. This helps children develop self-confidence and a sense of security in the childminder's home. Children benefit from regular outdoor activities and fresh air. The childminder supports their developing physical skills and coordination well when they use and manoeuvre ride on toys. The childminder uses outings to local parks and school to teach children about safe behaviour, including road safety. Children become familiar with her fire evacuation plan through their involvement in practises.

Children respond well to praise from the childminder and show pride in helping her tidy up and collecting resources for her. They are beginning to learn how to take turns and share resources. Resources support children well in identifying their own feelings and emotions. This helps them to recognise the impact of their actions on others, and raise their awareness of difference and diversity. Children's developing communication skills, growing confidence, independence and awareness of how to behave, equip them well with the skills that they need for their future learning.

The childminder provides children with nutritious snacks and meals. Children's involvement in growing and harvesting vegetables, raises their awareness of healthy foods. The childminder uses mealtimes to encourage children to try a wide variety of foods. She ensures that children are easily able to quench their thirst with water, by keeping their individual drink containers readily available. The childminder recognises signs of children becoming tired and follows their home routines so that they quickly settle to sleep. She checks on sleeping children at frequent intervals. Children happily wash their hands after handling pets and before eating meals. However, when changing nappies, the childminder occasionally continues wearing her disposable gloves for longer than necessary. This increases the possibility of cross contamination when she touches children and resources while still wearing them. The childminder's range of resources, which include pictures,

dolls, small world people and books showing positive images of people from different cultures and with disabilities, encourages discussion and raises children's awareness of difference and diversity.

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

The childminder is clear of her responsibilities in meeting the safeguarding requirements of the Early Years Foundation Stage. The safeguarding training that she has completed securely raises her knowledge of child protection issues, and she is aware of the signs and symptoms of child abuse. The childminder has comprehensive safeguarding policies, which detail the procedures to follow and current contact numbers to use if she has a concern. She takes effective steps to make her home safe and keep children safe when on outings. The childminder meets welfare requirements and has documentation and procedures available to address these and promote children's welfare. She keeps parents informed about the setting's policies and procedures. The childminder, parents and other providers share information about children's activities and routines, to positively support continuity of care.

The childminder 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 monitor children's progress and identify their next steps. Her recording system enables her to track and monitor children's progress and the balance of her educational programme. This enables her to confirm that children with English as an additional language meet their expected development levels. She shares information with parents about their children's achievements and activities through discussion and on the internet. The childminder has established links with other providers, she is aware of the importance of doing so to promote consistency and continuity of care. The childminder has a secure understanding of her strengths. She uses self-evaluation systems well through feedback from parents and support from other professionals to help her make changes to her practice. She is proactive in accessing training, demonstrating her capacity and commitment to improvement.

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	EY457882
Local authority	Cornwall
Inspection number	909637
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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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