

Inspection date	30/09/2013
Previous inspection date	24/04/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		2
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

- The childminder helps children settle well and form secure relationships with herself and others. Therefore, children become confident, independent individuals.
- The childminder provides a well-organised and welcoming environment, in which children learn and develop essential skills.
- Children behave very well due to the positive example set by the childminder.

It is not yet good because

- The childminder does not reinforce effective daily health and hygiene routines with purposeful explanations, to help children understand why they follow these.
- The childminder has recently removed the use of labelling, signs and symbols both indoors and outdoors. Therefore, opportunities to fully promote children's literacy skills are reduced.
- Systems with which to actively involve parents in monitoring, evaluating, celebrating children's progress and promoting shared home learning are not secure.

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

Inspector

Jayne Pascoe

Full Report

Information about the setting

The childminder started her role in 1995 and registered with Ofsted in 2001. She lives with her partner and 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, playroom, large kitchen/diner, study and downstairs toilet. A rear garden is available for outdoor play activities, where the family also keeps chickens in a designated area. The childminder has seven children on roll in the early years age range; one also attends nursery. In addition to the Early Years Register, the childminder is also registered on the compulsory and voluntary parts of the Childcare Register. Her husband occasionally works as her assistant.

What the setting needs to do to improve further

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

- implement effective systems with which to actively involve parents in monitoring, evaluating and celebrating children's achievements and progress and to promote shared home learning.

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

- extend use of ongoing discussion during daily routine activities, to help children learn why they follow effective health and hygiene procedures to promote their physical development further
- extend the programme for children's literacy development in preparation for school, such as through providing a range of ways to help children understand that print carries meaning.

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 knows children well and provides a broad and balanced range of enjoyable indoor, outdoor and local community activities, based upon children's individual preferences, abilities and interests. For children who are new to the setting, the childminder offers favourite toys, such as trains, to engage them when they arrive. For children who are more settled she

provides opportunities to extend their social experiences through attendance at toddler groups. As a result, children make appropriate progress in developing essential key skills, as they learn how to communicate effectively with others, share and take turns. This prepares them well for their move on to other early years provision and school.

The childminder interacts appropriately to support children in their chosen play. She engages them in ongoing discussion about how to identify and manage everyday risk. For example, when they play outdoors with the bikes and on the trampoline, the childminder reminds children to be careful to avoid collisions with others. However, although children follow effective health and hygiene routines for toileting, hand washing, physical exercise and healthy eating, the childminder does not reinforce children's understanding of why this is important, through ongoing purposeful discussion. Therefore, the childminder does not always fully promote children's learning regarding all aspects of their physical development. Children enjoy group story time, when the childminder's assistant introduces puppets and toy animals to enable children to interact. This helps children of varying ages to maintain their interest for a considerable length of time, in order for the activity to be a success. Therefore, such teaching methods are effective in supporting children's learning.

The childminder knows children well and can describe how she helps them make progress. However, although information sharing with parents about children's daily needs is effective, systems are not fully in place to support shared home learning. Therefore, opportunities to fully involve parents, celebrate children's achievements and support learning at home are missed. Children greatly enjoy outdoor play and exploration. They develop imaginative role-play together, as they wash the toy car using sponges and warm, soapy water. Children care for the chickens and collect their eggs, which helps develop their understanding of where food comes from. Children's physical skills are developing well as they can climb, balance and ride bikes without stabilisers.

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

Children form a secure attachment to the childminder. They are confident, happy and settled. All children establish strong friendships with one another and play together harmoniously at all times. They follow the positive examples set by the childminder and assistant, and are well-mannered, kind, considerate and helpful. These successful relationships promote children's well-being and support their growing independence. Children learn to respect and tolerate people's differences, as they explore their own cultures, beliefs, abilities, and those of others, through a good range of books, toys and planned activities.

Children learn how to keep themselves and others safe when handling tools, playing on equipment in the garden and on outings. This helps them to develop an understanding of everyday risk and prepares them well for future experiences. For example, children gain the confidence to engage in more challenging activities, such as visiting the park. The childminder reassures children through her ongoing explanations about how to avoid risk and why. This helps them feel safe and secure. She is attentive to children's individual needs and supports them well in identifying and managing their personal care needs, in

relation to their age and stage of development. This helps them to develop independent skills in preparation for their move to other early years provision.

The childminder's home is welcoming, comfortable and spacious. Low-level furniture and storage units enable children to develop their independence, as they select favourite toys and equipment as they wish, and sit socially together to eat. Large doors lead directly from the kitchen/diner/play room out into the large level rear garden. Chickens kept in a designated area, are easy to observe and can be handled by children under adult supervision. A wide range of enjoyable outdoor resources is freely available for children to enjoy. However, the childminder has recently removed the range of visual prompts previously displayed throughout the home and garden. Therefore, children do not benefit from many opportunities to extend their literacy skills, by experiencing the letters, words, signs, labels or symbols they may encounter in the local environment.

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

Overall, the childminder has a satisfactory understanding of the learning and development, and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a sound awareness of the local safeguarding procedures and is confident to follow these if required. A suitable written risk assessment is in place, which includes transporting children by vehicle and taking them on outings. The childminder carries out daily visual checks on the premises, toys and equipment. Children participate in regular emergency evacuation procedures to develop their confidence and familiarity and learn how to identify and manage everyday risk. The childminder shares a suitable range of written policies and procedures with parents to agree appropriate practice. The attendance register shows that the childminder adheres to the required adult to child ratios when working alone. It also shows that on occasions when increased numbers of young children are present, she continues to meet the adult to child ratios, as she works with an assistant.

The childminder has a sound understanding of how children learn and plans appropriate learning experiences to support their development across all areas. However, systems for assessment are not fully in place to accurately record or plan for children's future progress or promote shared home learning. Positive partnerships with parents and other early years providers contribute to meeting children's needs. Parents provide positive feedback regarding the quality of childcare provision through recently completed questionnaires. The childminder reflects on her practice to identify appropriate areas for future development. This includes strengthening partnership working with parents, through improving the systems for record keeping and for sharing information about the provision.

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	103196
Local authority	Cornwall
Inspection number	936480
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	24/04/2013
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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