

<b>Inspection date</b>	08/10/2013
Previous inspection date	16/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 warm and caring relationships with children, so that they grow in confidence and self-esteem.
- The childminder's child centred home is well resourced and provides a warm and safe environment where children are confident and enjoy exploring.
- The childminder's flexible approach to her planning, responding to the environment and children's interests, ensures that she maintains children's enthusiasm and attention.

#### **It is not yet outstanding because**

- The storage of books means that their covers are not visible; this makes it difficult for children to see what is available and make their selections.

## 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 garden.
- The inspector held discussions with the childminder.
- 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.
- The inspector took account of parents and carers views recorded in the settings own parent survey.

## Inspector

Lynne Bowden

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and their two pre-school age children in Quintrell Downs, near Newquay, in Cornwall. She employs assistants to support her in caring for children. The home is accessible and children use all areas of the downstairs of the childminder's home. A secure rear garden area is available for outdoor play activities. The family has a pet dog.

There are seven children on roll who are within the early years age range. In addition to the Early Years Register, the childminder is registered on the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to the local school and pre-school to take and collect children. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from Cornwall Council's children, schools and families directorate.

### What the setting needs to do to improve further

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

- improve the book corner, so that children can more easily see and access books.

### 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 seeks and uses information from parents along with her observations of children to establish children's starting points and priorities for their development. The childminder gives parents clear information about the purpose and content of their children's learning journals and the Early Years Foundation stage. She encourages parents to contribute information about their children's achievements at home throughout their time with her. She uses this knowledge, to plan and provide activities and experiences to promote children's progress. Daily information given to parents includes activities that parents can do with children at home, to support children's learning.

A key strength is the childminders ability to change her plans, in response to children's interest in things they find in the environment. For example, despite planning to do prints with different fruits, when children find and become interested in spiders and their webs in the garden, she changes her plans and links stories and songs to spiders, to meet children's interest.

The childminder uses a development framework to measure and track children's progress in their learning journals. This enables her to produce children's progress summaries when they are aged between two and three years, in consultation with parents and other professionals.

The childminder skilfully uses activities, which interest children, to encourage their communication, speech and conversation. Children explore and talk about the pomegranate they have for snack. They enjoy describing it as 'delicious, yummy in my tummy' with the childminder introducing words such as 'splish', 'splash' and 'juicy'. This helps build children's vocabulary.

The childminder supports children in taking turns and sharing resources, reminding them of the expectation to share and care for each other. Children show the familiarity with routines and expectations at the setting as they join in the 'tidy up' song and help clear resources away. Children learn to trust familiar adults as they meet the childminder's assistants. Regular visits to a local toddler group help children gain confidence in larger groups. There, children learn to mix and socialise with their friends and other adults.

Children enjoy trips to local beaches, where they enjoy building sandcastles, and find and examine animals and objects they find there. Children confidently describe the bright yellow caterpillar that they found the previous day. As they say 'No touch, no way', they show how they listen, remember and follow instructions given to them. The childminder reinforces and consolidates their learning. Children use their mathematical knowledge in meaningful situations when the childminder asks them how many heaps of sand she has created. She replicates the beach in her home and encourages children to explore the sand and create more sandcastles, reminding children of their previous experience. Children concentrate intently as they build castles, recreate shapes in the sand and hunt and identify shapes and colours of treasures hidden in there.

Children develop coordination as they use threading equipment and enjoy attempting to spread butter and their choice of topping on their snack time crackers. This also promotes their developing independence and confidence. Children are able to recreate familiar situations as they enjoy playing and using domestic role-play equipment. They also thoroughly enjoy recreating the world of work as they play with a large toy pneumatic drill and the childminders talks to them about their parents' jobs in the building trade. As children act as builders creating towers with large blocks, they talk about and compare the differing heights of their towers. This helps them develop their coordination, awareness of size and use of mathematical language.

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

The childminder has warm, caring relationships with children. Her interactions with them are warm and enthusiastic. Children enjoy her company as she enthusiastically sings familiar songs and chants with them. She praises their achievements and engages their interest as she eagerly points out things to show them. Consequently, children establish close attachments to her. This gives them a secure base and confidence to develop

relationships with her assistants and explore their environment. There is a wide range of good quality resources in the childminder's, child centred home, with its designated playroom. Resources include books and small world people, showing positive images of people of different races and ages, to raise children's awareness of difference and diversity.

Children confidently find and access most resources easily. However, the way books are stored limits children's ability to see the book covers, which in turn makes it harder for them to choose books to look at. The childminder supports and encourages children in behaving well. She praises them for showing concern to their friends and sharing resources and children happily help tidy things away when she asks them. The childminder is a good role model and speaks to children respectfully to help them learn right from wrong.

Children become aware of danger and risk. The childminder reminds them not to run or jump when spilt sand is on the floor, because it increases the risk of slipping. She reminds them of safety rules regarding the use of scissors and children become familiar with her fire evacuation plan, because she involves them in practices. The childminder encourages children to try a wide variety of foods, giving them a choice of toppings for their crackers. She introduces seasonal foods such as pomegranates, discussing their appearance and flavour. She skilfully uses this opportunity to introduce descriptive words to children's vocabulary. Children enjoy eating the nutritious, well-balanced snacks and meals, which the childminder provides. The childminder follows good hygiene practices. All visitors to her home remove their outdoor shoes, to keep the floor clean for crawling babies. The childminder and her assistant clean the table before and after each meal. Children happily go to wash their hands before handling foods and use individual flannels to dry their hands, so minimising risk of cross infection. The childminder sensitively supports and encourages children in their toilet training and reminds them to wash their hands afterwards. The childminder follows effective hygiene procedures when changing nappies, both in the home and when out and is careful to protect children's privacy. 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 effectiveness of the leadership and management of the early years provision**

The childminder has a sound understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has updated her safeguarding policy and procedures, to ensure that they include all current requirements and contact numbers. She has a good understanding and awareness of procedures to follow; she is aware of child protection issues, and signs and symptoms that a child may be at risk of harm. The childminder takes steps to update her own knowledge and ensure that her assistants renew their knowledge of safeguarding and child protection. The childminder keeps her home safe and carries out risk assessments to keep children safe when on outings. These include ensuring that she is well equipped with everything she might need. All adults in the household and working for her have undergone checks on their suitability and

assistants receive thorough induction and ongoing training to help ensure they continue to be suitable for their role. The childminder has documentation and effective procedures in place to promote children's welfare.

The childminder has a good understanding of her responsibilities to meet the learning and development requirements and provides activities to promote children's good progress and learning. The childminder uses a development framework to measure children's progress. She shares information with parents about their children's achievements and activities. The childminder seeks regular feedback from parents in her questionnaires, to which they respond positively. They appreciate the care that the childminder provides and the information that she gives them about their children's progress and daily activities. This helps support continuity in children's care and learning. The childminder builds effective links with other providers, health visitors and the local children's centre.

The childminder reflects on and evaluates her practice. She seeks advice and support and accesses training to develop her practice. This demonstrates her capacity and commitment to continuous 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
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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

<b>Unique reference number</b>	EY409993
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	936489
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/09/2010
<b>Telephone number</b>	

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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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