

**Inspection date**

05/11/2013

Previous inspection date

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 provides a warm, flexible atmosphere where children relax and confidently enjoy using the range of resources available.
- The childminder gets to know children well, so enabling her to meet their needs well and provide activities, which fully promotes their learning and development.
- She uses information from the local pre-school to provide complementary supportive activities.

**It is not yet outstanding because**

- Organisation of the environment sometimes prevents children from concentrating on intended activities.

## 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 childminder's home.
- The inspector took account of parents and carers views.
- 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 the childminder and her self evaluation and improvement plan.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

The childminder registered in 2012. She lives with her two children, one attends school and the second is pre child age, in the village of Ponsanooth, in Cornwall. The premises are accessible and children use the ground floor of the childminder's home. An enclosed rear garden area is available for outdoor play activities. The family has two cats.

There are two 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. In addition to home childcarer training childminder has Cache level 3 childcare qualification The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- minimise distractions in the environment to support children in concentrating and engaging in activities.

## 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 knows children well and using information from parents and other providers, she establishes children's developmental levels and their next steps. She uses this information to provide challenging activities and experiences, to support children's progress and consolidate their learning. Parents value the range of activities that their children enjoy participating in with the childminder she provides. The childminder produces clear summaries of children's development levels and identifies their next steps and shares them with parents. This enables parents to remain full up to date with their child's developmental stages. The childminder liaises with other providers identifying who will take the lead role in producing children's two to three year progress summaries.

The childminder prepares resources so that they are ready for children to participate in after finishing their snack. She encourages children to use descriptive words to describe materials, such as shiny, sparkly glitter and soft tickly feathers. Introducing children to new techniques to create pictures of fireworks, she skilfully demonstrates the method; the technique being painting the paper with glue and dipping it into the tray of glitter and feathers. This enables children to copy her with confidence. During this activity the childminder encourages children to talk about their plans to watch fireworks in the

evening, discussing who will be accompanying them. In another craft activity, decorating masks, the childminder gives children time and opportunity to experiment and develop their own techniques.

She provides children with a range of jigsaw puzzles, both large and small and supports them as they identify and find the correct shapes to complete them. This helps develop children's awareness and understanding of size and shape and their dexterity. The childminder raises children's awareness and recognition of the shapes of letters and numerals. For instance, she provides them with alphabet and number puzzles to complete and discusses them with them.

Children thoroughly enjoy printing with shaped sponges and paint and the childminder develops this activity by asking them to identify shapes and create patterns. The childminder encourages children to listen to and follow action songs, but they become distracted by background noise from the television, which is on at the time. This does not fully support children's developing concentration skills. The childminder's provision of small world toys such as cars and garage and dolls house provide children with opportunities to develop and express their imaginations and act out scenarios. Regular outings to local parks, play areas and toddler groups enables children to develop their physical skills, learn about the environment, socialise and develop friendships in their community.

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

The childminder knows children well, giving them individual attention and developing warm, caring relationships with them. This results in children being self confident and relaxed in the childminder's presence. The childminder supports their developing physical skills and they benefit from regular outdoor activities and fresh air, when the childminder takes them on outings. Her detailed risk assessments show how she keeps children safe on outings. When going on walks she provides high visibility jackets, holds children's hands and teaches them road safety rules. She reminds them about stranger danger and children learn how to behave in the event of fire, because they participate in regular fire drills. These elements enable children to develop a good awareness of their own personal safety and that of others. Children behave well, because the childminder keeps them involved in activities that they enjoy and praises positive behaviour, such as sharing resources.

The childminder provides nutritious snacks, such as toast and fruit, taking account of children's dietary needs. She ensures that she stores packed lunches provided by parents safely. Children are able to quench their thirsts throughout the day because their individual drink containers are readily available. Children develop independence and demonstrate their awareness of the childminder's good hygiene procedures, as they take themselves to the toilet and wash their hands afterwards. The childminder encourages children to discuss difference and diversity in routine situations and through their access to resources showing positive images of people from different cultures. Children's developing communication skills, self confidence, independence and awareness of how to behave and growing awareness of mathematics and writing, equip them 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 secure awareness of her responsibilities in meeting the safeguarding requirements of the Early Years Foundation Stage. She has a good knowledge and understanding of child protection issues and is aware of the signs and symptoms of child abuse. The childminder has clear safeguarding policies, which detail the procedures to follow and current contact numbers. She takes effective steps to make her home safe and risk assessments show how she conscientiously keeps children safe when on outings.

The childminder meets welfare requirements and documentation and procedures available address these and promote children's welfare. Parents are informed about her policies and procedures. The childminder and parents regularly share information about children's activities and routines to support continuity of care.

The childminder has a good understanding of her responsibilities to meet the learning and development requirements. She 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. She is aware of the importance of monitoring children's progress and reflecting on her practice to ensure that she provides a well balanced and effective educational programme.

The childminder shares information with parents about their children's achievements and activities through discussion and letters. She liaises and shares information with the local pre-school to enable her to reinforce children's learning there. This enables her to provide children with a consistent approach to their learning. The childminder reflects on her practice and identifies training in order develop her provision, demonstrating her capacity and clear commitment to improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY445121
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	886305
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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