

<b>Inspection date</b>	28/10/2013
Previous inspection date	08/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		3
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**

- Children establish positive relationships with the childminder, which supports their emotional well-being.
- The childminder promotes children's communication well, which helps children make progress with their speech and interactions.
- The childminder establishes positive relationships with parents, which helps keep them fully involved in children's learning.

#### **It is not yet good because**

- The childminder's does not monitor and evaluate her practice to identify all priorities for future improvement.
- There are fewer materials to support children's imaginative and sensory play.
- The childminder has not established partnerships with other settings children attend to further meet children's individual needs.

## 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 attended toddler group with the childminder and children.
- The inspector observed interactions between the childminder and children.
- The inspector engaged in discussion with parents, children and the childminder.
- The inspector viewed the premises, toys and equipment.
- The inspector sampled children's records and childminding documentation.

## Inspector

Jayne Pascoe

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her partner and two children in a bungalow in Illogan, Cornwall. There is a fully enclosed garden available for outdoor play. The family keeps pet hamsters. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll who are in the early years age group. The childminder walks and drives to local schools and pre-schools to take and collect children.

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

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

- develop effective systems of self-evaluation, in order to promote children's care and learning through driving continuous improvement in the childminding practice.

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

- extend the range of different materials for children to play with, talk about, use imaginatively and explore with all their senses
- develop partnerships with other settings children attend so that individual needs can be identified and met further.

## 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 an interesting and balanced range of enjoyable learning experiences based upon their preferences and abilities. Children particularly enjoy playing with small toy vehicles, so the childminder ensures these toys are readily available in her home and at the toddler group that she helps to run. As a result, children remain engaged in enjoyable play experiences during their time in her care. The childminder interacts well to support and encourage children. She initiates ongoing discussion with them, listens attentively to their suggestions and promotes their language skills, by repeating what they say to reinforce the correct pronunciation. The childminder introduces new words to the children such as 'pumpkin' and 'Halloween', during adult-led activities. Their emerging communication skills helps children to express themselves make choices and influence

play. Although children have use of a wide range of toys, books and creative materials, there are very few natural materials, such as shells, pebbles, bark and pine cones readily available to children. This reduces opportunities for children to enjoy exploratory and imaginative play through touch, smell, sight and sound.

The childminder regularly assesses children's progress through a mix of both written records and informal discussion with parents. They are involved in the process of agreeing their children's next steps and it promotes shared home learning. Although this helps the childminder to identify the next steps the opportunities planned as a result do not always provide sufficient challenge for each child. Parents provide positive verbal feedback about the standard of care provided by the childminder. Children are curious and inquisitive. They are keen to learn and follow instructions well to achieve desired outcomes. For example, they suggest making seats by placing cushions on the floor, so that they can sit together at the low table for their snack. The childminder encourages their creative thinking and helps them to find the correct number of cushions. Children are developing their social skills through regular attendance of toddler groups, where they make new friends and learn to cooperate, negotiate, share and take turns. This helps them to develop key skills for their next steps in learning. Children enjoy daily opportunities to enjoy fresh air and exercise. They also develop their physical skills through use of small tools during play with dough. Overall, children's progress in relation to their starting point is satisfactory.

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

Children form a secure attachment to the childminder. They are happy, settled and content. Children are confident to move freely when in the childminder's home and at toddler groups, but are keen to keep her in sight at all times. They involve her in their chosen play and her participation increases their enjoyment of an activity. This behaviour shows that children feel safe and secure in the childminder's care. Children develop independence, as the childminder encourages them to do things for themselves and to take responsibility. For example, children help to tidy away toys after use. The childminder is a positive role model and children follow her example demonstrating good manners, helpfulness and consideration for others. Children learn about their own cultures, beliefs and abilities and those of others, through adult-led activities. This helps them to develop a positive awareness and respect of people's differences.

The childminder makes use of routine activities to promote children's ability to identify and manage everyday risk, such as practising road and beach safety procedures. This enables them to explore the local environment safely. Children's health is promoted well through healthy eating, regular exercise and appropriate nappy changes procedures. Children generally follow appropriate hygiene practices. The childminder's home is comfortable and spacious. Children move freely to find favourite toys and resources, which increases their independence and sense of belonging. They share toys, take turns and interact positively with one another. These essential skills help prepare them for future learning, as they move on to other early years provision and school.

## 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 demonstrates a sound understanding of the local safeguarding procedures and is confident to follow these if required. A written risk assessment is in place and the childminder completes daily visual checks on the premises, toys and equipment. The childminder shares a suitable range of written policies and procedures with parents to establish and agree appropriate practice. Children participate in regular emergency evacuation procedures to develop their confidence. They learn how to identify and manage everyday risk as they handle small tools and move carefully to negotiate furniture and equipment.

The childminder does not monitor and evaluate her childminding provision, which results in a lack of self-challenge. She has not reflected regularly on her practice to identify appropriate areas for future improvement. Although she has updated her paediatric first aid training, she has not considered increasing her capabilities further. This demonstrates a reluctance to drive continuous improvement. In turn, this impacts negatively on the childminder's ability to continue to meet children's needs by keeping up-to-date during times of change. The childminder has a sound awareness of the areas of learning and an understanding of how children learn. Through assessment records and discussion, she shows that children engage in a range of interesting experiences, which help them make steady progress. Although partnerships with parents are positive, the childminder has not established links with other early years providers. This reduces opportunities to identify specific needs and maintain effective learning for children who attend another 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

<b>Unique reference number</b>	EY414027
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	915862
<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>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/02/2011
<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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