

Inspection date	13/11/2013
Previous inspection date	28/11/2012

The quality and standards of the early years provision	This inspection:	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 requires improvement

- Children are happy, settled and display a sense of belonging.
- Children participate in a range of experiences outside the childminder's home that provide some value to their learning.
- Children form a positive attachment with the childminder, which helps them feel secure and supports their emotional well-being.

It is not yet good because

- The childminder has not implemented effective systems for self-evaluation, to ensure that he keeps up to date, extends his knowledge and understanding of the learning and development requirements and drives continuous improvement in his practice.
- The childminder has not notified Ofsted of a significant event, so that they can assess his ongoing suitability.
- The childminder does not always ensure that systems for information sharing with parents are fully effective.

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 viewed the premises, toys and equipment.
- The inspector engaged in discussion with the childminder and co-minder.
- The inspector observed interactions between the childminder and children.
- The inspector sampled childminding documentation and children's records.

Inspector

Jayne Pascoe

Full report

Information about the setting

The childminder registered in 2012. He lives with his wife, who is also a registered childminder, his father and two children in the town of St Austell in Cornwall. He occasionally works with his stepdaughter, who is an assistant. Children use most areas of the home. There is an enclosed garden for outdoor play. The family has two cats and a dog. In addition to the Early Years Register the childminder is registered on the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age range. They also attend another early years provision.

What the setting needs to do to improve further

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

- implement robust systems with which to monitor and evaluate the childminding practice, with a particular focus on developing a secure knowledge and understanding of the prime and specific areas of learning, in order to promote the broad range of skills, knowledge and attitudes children need as foundations for good future progress
- improve systems for information sharing with parents, particularly in relation to how the Statutory Framework for Early Years Foundation Stage is being delivered and about children's learning and progress.

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

- develop a system for recording any concerns or complaints should they arise
- improve systems for information sharing with parents, particularly in relation to managing children's behaviour.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has a generally sound understanding of how children learn and develop. He interacts appropriately during child-initiated play to enhance their enjoyment and demonstrate how to use toys in a variety of ways. For example, he helps children to assemble small wooden blocks with letters and pictures in the correct order to spell familiar names. The childminder then encourages the use of these blocks to identify

pictures and build tall towers. Children particularly enjoy watching as the precariously tall tower of blocks wobbles for a few seconds, before toppling over. They show their approval by clapping and smiling broadly. The childminder is happy to complete this process again, as he understands that children enjoy repeating favourite experiences.

Assessment records are not available for inspection as they are stored on the computer, which is currently not in working order. Through discussion, it is clear that the childminder does not have a secure understanding of some areas of the learning and development requirements. Specifically, he is not familiar with the seven areas of learning, the early learning goals and the required progress check for two-year-old children. This means that although children do have opportunities to learn and are encouraged to do so by the childminder, the quality of teaching is variable as some aspects of learning are less well planned for. In general, partnerships with parents help to support purposeful play at home. This is because the childminder shares information about what children have enjoyed at the provision, in order to give parents ideas for activities that the child may wish to continue with them at home.

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

Children are settled and happy. They form a secure attachment to the childminder. This supports their growing confidence and independence. The childminder knows children well and is responsive to their individual needs, which promotes their emotional and personal well-being. The childminder is a generally positive role model and children follow his example to develop their manners and social skills. He applies generally appropriate strategies to address unacceptable behaviour, such as discussion and explanation. However, he does not always share information about changes in children's behaviour promptly with parents. As a result, parents are not fully included and this restricts their ability to address concerns in partnership with the childminder, in order to maintain consistency and harmonious relationships.

The childminder helps children to explore their own cultures and beliefs and those of others through use of a range of suitable resources and planned activities. As a result, they learn to understand and respect people's differences. The home is suitable for children's use, although it is currently rather cluttered following recent and ongoing re-decoration. For example, the kitchen surfaces and table contain items that the childminder has moved from other rooms whilst work is in progress elsewhere. However, the childminder reminds children to move carefully indoors to avoid trips and falls and he explains that they discuss road safety when on outings. Therefore, they are developing an awareness of identifying and managing everyday risk.

Children move confidently within the home to select favourite toys from a wide range of resources that are stored in boxes at child height. The childminder enables them to take themselves to the toilet and manage their own personal care needs independently, with adult supervision. The childminder promotes children's good health as they follow effective health and hygiene procedures, such as regular hand washing. They also benefit from healthy eating and daily opportunities for fresh air and physical exercise in the garden.

The childminder takes children out to local places of interest and to social events. Therefore, they develop an awareness of the local community and have opportunities to increase their social skills in preparation for their move to other early years provision and school.

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

This inspection took place because of concerns raised about the childminder's ability to share information with parents about children's behaviour and provide appropriate activities for children. The inspection found that the childminder has weaknesses in his capacity to drive continuous improvement. At the last inspection, he agreed to improve the system to inform parents about their children's learning, by referring to a shared framework of development. The childminder has not implemented systems to address this, his systems to share information about children's behaviour are also weak and therefore an action has been set regarding this. In addition, he does not have a secure knowledge of some of the learning and development requirements. The systems to monitor the delivery of the educational programmes for all children are not sufficiently robust. As a result, the assessment and planning for children's progress is not thorough enough to support their future learning. The childminder has also breached the requirements of the Statutory Framework for the Early Years Foundation Stage, as he failed to inform Ofsted of a car accident earlier in the year, at a time when minded children were not present.

The childminder is secure in his knowledge 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. Children increase their awareness of safety procedures as they participate in regular fire drills. They learn how to identify and manage everyday risk as the childminder reminds them to handle toys carefully and to sit down whilst eating and drinking. The childminder follows appropriate procedures to ensure that adults working with children are suitable. He shares and agrees a suitable range of written policies and procedures with parents, with the exception of complaints, to maintain appropriate practice.

The childminder shares information with parents verbally each day, to identify children's individual care needs, which generally supports children's well-being. However, overall the systems for information sharing with parents are not entirely effective. This is because the childminder does not always liaise promptly with parents following a change in children's behaviour. The childminder feels confident to seek advice from external agencies if additional support is required. He has also made some progress in extending his knowledge and skills. For example, he has completed some additional training through the local authority to support the promotion of children's communication and language. However, although activities provided for children are enjoyable, they do not sufficiently challenge them in their learning. This is because the childminder does not have a sufficient understanding of how to plan a broad and balanced range of learning experiences. Therefore, he does not tailor activities to meet children's individual learning needs.

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	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

Unique reference number	EY443908
Local authority	Cornwall
Inspection number	941685
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	28/11/2012
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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