

Inspection date

Previous inspection date

10/12/2013

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

- Children enjoy a warm caring relationship with the childminder and as a result, they are happy, content and settled.
- Children are provided with a range of toys and benefit from a wide range of interesting activities and outings that support their learning and development.
- The childminder effectively supports children's communication and language development.
- The childminder provides lots of opportunities to enable children to benefit from fresh air and a healthy lifestyle.

It is not yet outstanding because

- The systems used to record accidents do not always ensure confidentiality.
- Records of fire evacuations do not demonstrate all children have taken part.

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 all areas used by the childminder and the children.
- The inspector sampled documents including some policies, children's records and diaries, the childminder's self evaluation document, the accident book and the fire evacuation record.
- The inspector took account of the views of the parents through written statements.
- The inspector held discussions with the childminder whilst children slept.

Inspector

Sara Frost

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two children in Newquay Cornwall. The childminder's home is within walking distance of shops, schools and parks. Children have access to all areas of the childminder's home. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder's husband at times works with the childminder as an assistant. The childminder has one child on roll in the early years age range. The childminder also provides care for older children before and after school.

What the setting needs to do to improve further

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

- develop the way accident records are recorded in order to maintain confidentiality
- develop systems to show all children regularly take part in fire evacuation so they are familiar with keeping themselves safe in emergency situations.

Inspection judgements

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

The childminder provides a warm and welcoming home for children to learn and develop. As a result, children clearly enjoy their time with the childminder. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage Framework. The childminder gathers initial information from parents and uses her own observations to plan activities that effectively promote children's next steps of development. For example, she talks with the children about what they are doing. She develops their communication and language by repeating words children say. She encourages new language by introducing new words as children play, for example, 'sprinkle' as they watch oats fall to the ground. She develops this further by stringing two or three words together to help children begin to form simple short sentences; such as 'sprinkle, like snow'. This effectively supports children's language development.

Children spend time fully engrossed, playing with dry oats, picking it up with various utensils, ladling into cups and watching it fall. The childminder successfully uses this to encourage children to explore ideas, such as the texture of the oats or how many scoops fill the cup. The childminder provides resources she knows children will enjoy, for example push button vehicles. In addition she provides resources to promote children's imagination, such as the large cardboard boxes, which evolve through children's ideas

from a car to a train, for example. The childminder uses play items such as train tracks to develop children's physical skills and provide suitable challenges as they begin to fit pieces together. Children enjoy mark making as they draw, using various pencils and crayons. They are also provided with a range of other creative materials such as clay to develop their own creative ideas. Children learn about number in everyday situations. They enjoy sharing nursery rhymes, counting as they play. The childminder ensures children's personal social and emotional development is fostered well. For example, before moving to her new home, all children were involved in the process. They visited the premises, regularly walked past it to and from school and talked about the forthcoming move, making the whole process an easier transition for all to cope with when the time came to change premises. The childminder ensures children experience lots of opportunities to develop their physical skills in the outdoor environment. For example, children regularly visit the beach to explore sand and rock pools.

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

Children are secure in the childminder's care as she provides a homely environment. They feel safe and have formed attachments often seeking cuddles from the childminder, for example when they are playing. The childminder provides a main dedicated area for children to play in with access to her lounge for additional play space. The play area is well organised and spacious to support younger children to freely move about. The children's playthings are stored around the room making it easy for them to make choices in their play, which encourages and promotes children's independence. The childminder provides settling in sessions with parents, which helps her to get to know the child and parents well.

The childminder provides an environment where children develop a good awareness of being healthy. They are offered a variety of balanced options at snack and meal times. The meal options are shared with parents so they are fully aware of their child's diet. The childminder provides a clean environment. Thorough hygiene practices are in place to minimise cross infection when changing nappies, for example. Children have access to drinks at all times. The childminder plans her day around ensuring children have time outside to enjoy and benefit from regular fresh air. Children regularly play in the garden, at the local park or on the beach. Children are kept safe within the setting because the childminder supervises them closely. She encourages younger children to sit down properly as they climb up on the settee. Children respond as the childminder uses a gentle calm manner suitable for the age of the children she is caring for. As a result, children's behaviour is good. Children begin to learn about keeping themselves safe when out and about as the childminder talks about road safety. The childminder keeps records of fire drills conducted. However, it is not clear if all children have taken part in this activity to ensure consistency in their knowledge.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, she has a secure understanding of child protection issues and knows what to do if she has a concern about a child in her care. Through attending a first aid course, she knows how to deal with accidents should they occur when she is caring for children. The childminder keeps a clear written account of any accident and shares these with parents but records in place do not ensure confidentiality due to the way they are organised. The childminder takes steps to provide a suitable environment for children by completing daily checks and completing written risk assessments in her home, the garden and on all outings. She provides a good range of toys, that children can easily access and which are in a good clean condition.

The childminder has a good commitment to improving her service. For example, she has been proactive in her approach to building links with the early years providers in her area, even though none of the children she provides care for attend other settings. She has identified areas for improvement she wishes to develop such as the garden area. The childminder effectively plans an interesting and varied range of activities for children; with assessment arrangements in place to enable her to plan and monitor children's progress. The childminder is aware of the need to complete the progress check for two-year-old children. She uses this observation record, in partnership with parents, as a basis for activities that help children progress through the stages in their learning and in preparation for school.

The childminder uses various systems to help evaluate her practice and to identify where she can make further improvements. She has recently developed questionnaires to send to parents for their feedback, seeking their ideas. The childminder has rapidly developed a good working partnership with parents. Parents are very positive about the childminder. They feel they receive good information about their child's day and ongoing progress. They talk positively about the good settling in process and how useful the daily diary is in sharing information between the family home and childminder.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY463225
Local authority	Cornwall
Inspection number	921552
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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