

<b>Inspection date</b>	12/12/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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 establishes warm and trusting relationships with the childminder. This helps them to feel safe, secure and supports their emotional well-being.
- The childminder has a secure understanding of her responsibility to safeguard children. She provides a suitable environment in which children can explore and investigate their surroundings safely.
- The childminder provides a broad and balanced range of experiences which interest the children. This helps them to engage fully and supports their learning and development across all areas.
- The childminder uses a clear assessment system to monitor and promote children's good progress effectively.

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

- The childminder has not fully implemented systems to actively engage parents in their child's learning and to establish effective partnerships with other early years providers. Therefore continuity in children's care and learning is not fully achieved.
- The childminder does not use the garden to its full potential in order to enhance children's all-round learning and development.

## 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 observed interactions between the childminder and children.
- The inspector sampled childminding documentation.
- The inspector engaged in discussion with the childminder and interacted with the children.

## Inspector

Jayne Pascoe

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and their three school age children in the village of Carnon Downs, in Cornwall. The ground floor is used for childminding. There is an enclosed garden for outdoor play. The family has a dog and a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll who are in the early years age group, one of these children also attends another early years provision. The childminder takes and collects children from the local school.

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

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

- enhance partnerships with parents and other early years provisions further to fully support continuity in children's care and learning
- extend the creative use of the garden to enhance children's learning experiences further.

### Inspection judgements

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

The childminder has a good understanding of how children learn and develop. She knows children well and therefore provides a broad and balanced range of play experiences that truly interest and engage them. The childminder and parents share information verbally to establish children's individual starting points and to share information about what children achieve each day. The childminder interacts well to encourage, support and challenge them appropriately. This leads to the effective promotion of learning across all areas. Children who are fascinated by buses are taken on a bus ride. On returning home they share a 'bus' related book with the childminder, during which they sing 'the wheels on the bus' together and talk about their outing. This promotes their understanding of the world around them, enhances their communication and language skills and supports their emotional and social development. Such practices demonstrate that the childminder is skilful in her teaching methods as she plans learning experiences based on children's individual interests. This helps them to maintain their engagement for longer, which leads to increased opportunities for children to achieve specific learning outcomes.

The childminder uses effective systems for the assessment of children's progress. She maintains ongoing written observations which are used well to identify appropriate next steps for children's learning. These, in turn, link to future planned activities. As children

have attended for a relatively short period of time, these records have not yet been used to fully engage parents in opportunities for shared home learning. In addition, links with other providers have not yet been established. Therefore opportunities to maintain continuity of care and learning for children who attend another provision are missed.

Children are curious and inquisitive. They explore the childminder's home with confidence and seek her out to share play experiences. The childminder's active involvement enhances opportunities for learning and increases their overall enjoyment. For example, as children carefully stack the large soft building blocks, the childminder applauds in recognition of their developing physical skills. When children knock them down again she laughs and mocks surprise, which delights them and encourages children to repeat the process. These positive relationships support children's growing confidence and independence. The childminder successfully helps children to build upon these recently acquired key skills to support their next steps in learning, as they move on to pre-school, nursery and school.

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

Children form strong and positive relationships with the childminder. This promotes their self-confidence, sense of belonging and independence. As a result, they move freely throughout the childminder's home, find favourite toys and initiate play. The childminder is kind, attentive and supportive. She supervises children appropriately, listens attentively and responds to their individual needs promptly. During daily activities she encourages them to identify and manage everyday risk, such as avoiding trips and falls. This promotes children's well-being and helps them to feel safe and secure. The childminder is a good role model and children follow her example by displaying positive behaviour. A good range of activities and resources provide opportunities for children to explore their own cultural beliefs and abilities and those of others. As a result, they develop a positive awareness and respect of people's differences.

The home is welcoming, well-organised and child centered. Toys are rotated regularly and chosen specifically to reflect children's preferences and maintain their interest. They are stored attractively at child height so that children of all ages can help themselves. This promotes their sense of belonging and emotional well-being. The garden area is level and offers a patio, a lawn and planted borders. There is also a trampoline and sand. However, play in this area is not extended to enhance children's learning further. The lounge picture window and kitchen/diner doors overlook this area, but opportunities to draw children's attention to the outdoors are missed. For example, there are no resources to encourage birds or items that move and blow in the wind. As a result, children do not benefit from opportunities to fully explore and investigate the outdoors using all their senses.

Children learn how to keep themselves healthy, as they enjoy fresh air and physical exercise in the garden, woodland and countryside. The childminder provides healthy and nutritious meals and snacks in sufficient quantities and at regular intervals throughout the day. Children learn how to manage their own personal care needs, as they know that hands must be washed before eating and after touching the animals. They are beginning

to show an interest in assisting the childminder as she changes their nappy. They demonstrate their awareness through imaginative role play, during which they change the nappy of a toy lamb. This shows they understand the importance of self-care and promoting the good health of others. They are increasing their awareness of the local community as they enjoy regular visits to social activity groups and the park. Although a partnership with the early years provision where one child attends is not yet in place, the childminder has formed a positive working relationship with the local pre-school. This demonstrates that the childminder understands that such practices will help to support children in their move on to other early years provision and into school.

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

The childminder has a secure understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She gives a high priority to safeguarding children and has a secure understanding of the local safeguarding procedures. The childminder demonstrates that she is confident to follow these if required. A comprehensive written risk assessment is in place, which is used to maintain children's safety indoors, outdoors and on outings. The childminder completes daily visual checks on the premises, toys and equipment. Children participate in regular emergency evacuation procedures to develop their confidence in this practice. They also learn how to identify and manage everyday risk, as the childminder explains to them why it is important to move carefully on the tiled floor, sit to the table to eat and drink and handle pets under adult supervision. A good range of written policies and procedures are shared with parents to agree appropriate practice. This maintains continuity in care practices between the childminder and home.

Children make good progress in their learning and development. This is because the childminder monitors and evaluates children's progress regularly and provides appropriately stimulating and challenging experiences across all areas. Although systems to promote shared learning with parents and other providers are not fully in place, the childminder recognises the value and importance of partnerships working. Daily information sharing takes place to establish children's individual care routines and to celebrate achievements. This makes a positive contribution to meeting children's needs. The childminder implements effective systems for the ongoing evaluation of her childminding practice. This helps her to identify appropriate areas in which to drive future improvement. For example, she plans to attend early years training to further extend her knowledge and skills.

### **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

<b>Unique reference number</b>	EY460353
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	923481
<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>	6
<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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