

Inspection date

Previous inspection date

16/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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| 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 safe, warm and welcoming family home where children learn through play and exploration.
- The childminder uses a clear observation and assessment system to help her promote children's good progress and plan a range of purposeful learning experiences.
- The childminder establishes effective partnerships with parents, and promotes children's individual care and learning needs well.
- The childminder successfully evaluates her provision and continues to develop her knowledge, in order to enhance children's learning and development.

It is not yet outstanding because

- The childminder does not always allow children sufficient time to think and use their early language skills to make a response or try out unfamiliar words.

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 play activities and the interactions between the children and childminder in all areas of the home.
- The inspector reviewed the childminding documentation, including policies, children's daily diaries, children's learning records and other required records.
- The inspector spoke with the children and the childminder at appropriate times.
- The inspector considered the childminder's written self-evaluation and written comments from parents.

Inspector

Anne-Marie Moyse

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their four children on the outskirts of Wadebridge, Cornwall. Three of the childminder's children are aged under eight, and one is within the early years age range. The childminder uses all downstairs areas of her home for childminding. The first-floor bedrooms are used for those children who need to sleep during the day. There is an enclosed garden for outdoor play. Currently there are two children in the early years age range on roll. The childminder is available between 8am and 6pm, Monday to Friday, throughout the year.

What the setting needs to do to improve further

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

- enhance children's communication and language skills, by always allowing them enough time to think, respond and try out new words.

Inspection judgements

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

The childminder has a good understanding about how children learn through play and exploration. Children feel very secure and reassured in the childminder's safe and welcoming home. The childminder has established strong relationships with parents so she knows the children well. As a result, she plans a broad range of activities, both inside and out, linked to children's interests and their abilities. For example children are offered a range of sensory play materials to explore and investigate. The large tray of corn flour provides children with a medium, which can be spooned, stirred and sprinkled. The childminder offers children a variety of different tools and containers to mix, measure and develop their coordination. Throughout the activity, the childminder talks to the children about what they are doing and introduces new words to broaden their understanding of language. However, at times, she does not always give children sufficient time to think and respond to her questions or try to say the new words themselves. The childminder is skilful at using spontaneous situations to extend children's interest and learning. She uses the spilt corn flour to show children how they are making foot prints on the floor and children happily join in, replicating the marks. This is extended again as the childminder then introduces wheeled toys into the tray of flour, so children can see how the cars make different track marks and create new patterns as they are moved around. Children are encouraged to keep the home safe by sweeping up the spills so they do not slip. They relish the opportunity to use the dustpan and brush to move the flour on the floor, creating new patterns again.

The childminder organises the home environment well, and consequently children are confident to move around safely to choose what to play with. Toys are set out in different rooms and at children's level to give them variety and choice. The childminder follows children's ideas so they are engaged and interested in their learning. Children develop their imagination as they play with the small world train tracks, using their early language skills to identify the different trains and trucks. The childminder reinforces children's positional language as she comments to the children on how they are putting the trains on the tracks and pushing them around. Children find the musical instruments and practise blowing to make a sound. The childminder shows children how this can be changed by moving the plunger. Children repeat and test out this new skill, showing pride at their sense of achievement.

The childminder makes sure that children's days include a good balance of being active as well as time for rest. She takes children on outings where they meet other people, use alternative play equipment and explore their local environment. The childminder makes use of local indoor soft play areas so children can develop their physical skills in climbing and balancing, even if the outdoor equipment is too slippery to use. Visiting children's groups promotes children's social skills as they learn from older children and develop friendships.

The childminder makes detailed observations of children's play and achievements. She uses child development guidance effectively, to help her plan the next steps in children's learning and monitor their progress closely. She keeps all the children's observations, progress assessments and photographs of them at play in beautiful learning journals. The childminder uses a communication diary with parents so that a good level of information is shared daily. Every two weeks she shares her learning journals with the parents, so that they work together to assess children's progress and promote continuity between the home and the setting. As a result, children make good progress in their development. The childminder has a good understanding of her responsibility to carry out progress checks for children aged between two and three years. She also recognises the importance of working with other settings and professionals involved with the child when this occurs.

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

The childminder helps children gain an understanding of keeping themselves safe. She carefully supervises children at all times and explains to them why she straps them into the booster seats and why they should not touch the cooker. The home is well maintained, clean and welcoming. The childminder follows good hygiene routines and clearly explains to children the need to wash hands before eating. She supports young children's growing independence by encouraging them to make choices and feed themselves. The childminder uses snack times well to promote children's learning. She talks about the shape and taste of various fruits they are offered, and helps children to count out 'two more' or discuss which piece is bigger. The childminder encourages children to drink water throughout the day, and responds to their growing control by offering drinks in cups rather than beakers.

Children are happy, settled and secure in the care of their childminder, where they develop good relationships. The childminder seeks useful information from parents before children start to attend, to enable her to make them feel comfortable in her home. She places a high priority on following children's natural patterns in sleeping and eating, adapting her routines to fit in with these. Daily outside play offers children the opportunity to be active and learn about the world around them. They go to the park or on walks, learning about the natural environment. Children use the resources in the childminder's garden or at the park to develop their coordination and physical development. The childminder plans the day so that they are at home when they normally sleep, so they can have uninterrupted sleep. As a result, children feel physically and emotionally secure, and ready for learning.

The childminder regularly praises children's efforts and achievements, which helps boost their confidence and self-esteem. She helps young children learn to share toys, take turns and develop a respect for each other. She provides distractions and clear explanations for her requests, which help children understand what she expects from them. She acknowledges when they are being helpful, such as putting the toys away. All this contributes to children behaving well and preparing them for their future experiences.

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

The childminder implements clear policies, which she shares with parents to promote children's welfare and safety. She is vigilant about children's safety and successfully assesses risks both within the home and on outings, to keep children safe. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that may cause concern about a child in her care. She has a clear understanding about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps all required documentation appropriately, which she completes in detail and stores confidentially.

The childminder uses her previous experience of working in other early years settings to good effect. She has a good understanding about how children learn through play and real experiences. She knows how to promote good progress in their overall development across all the areas of learning. She has an effective system that gives her an overview of children's progress, which helps her to successfully identify any gaps in their learning.

The childminder promotes effective partnerships with parents. She supplies important information about her childminding service by way of written policies, discussion and displays in her home. In order to meet children's individual needs well, the childminder encourages daily exchange of information with parents, which includes verbal conversations and a written diary. Parents' written comments indicate that they are happy with the care and the activities that the childminder provides.

The childminder assesses her provision effectively through continual evaluation. She has high expectations of herself and the children. She evaluates all activities and her practice

in order to review and improve the organisation and outcomes for children. She adapts and changes resources according to children's interests and abilities. The childminder identifies relevant areas for development and is enthusiastic to continue her own professional development. She keeps up to date with changes and improves her knowledge through attending training courses. She is keen to continue to develop her childminding role. The childminder wants to enhance her current level 3 early years qualification and plans to study for a degree, in order to continue to develop the service she provides for children and their families.

The Childcare Register

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| 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 |
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| 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

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| Unique reference number | EY462071 |
| Local authority | Cornwall |
| Inspection number | 921806 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 3 |
| Number of children on roll | 2 |
| 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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