

Inspection date

Previous inspection date

16/01/2014

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

- The childminder shares warm and trusting relationships with the children, which means they settle quickly and feel secure.
- The childminder is motivated and enthusiastic in her work providing a broad range of experiences, which interest the children, and supports them to make good progress.
- The childminder's home is well-organised and the wide range of good quality toys, equipment and resources meet children's needs well.
- 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, which contributes positively to children's care, learning and development.

It is not yet outstanding because

- There are limited opportunities for children to reflect on recent experiences and celebrate their achievements with others.

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 engaged in discussion with the childminder and children.
- The inspector took into account written feedback obtained from parents through recently completed questionnaires.
- The inspector viewed the premises, toys and equipment.
- The inspector observed interactions between the childminder and children.
- The inspector sampled documentation and children's records.

Inspector

Jayne Pascoe

Full report

Information about the setting

The childminder registered in 2013. She lives with her four school aged children in Helston, Cornwall. Children have use of the whole of the property, with a dedicated playroom available on the ground floor. There is an enclosed garden for outdoor play. The family have a dog, hamster and fish. There are currently 12 children on roll in the early years age group. In addition to the Early Years Register, the childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder regularly takes and collects children from the local school. She uses the local amenities and parks for additional learning experiences. She receives support from the local authority.

What the setting needs to do to improve further

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

- increase children's sense of achievement, for example by prominently displaying children's work for all to admire and highlighting individual successes.

Inspection judgements

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

The childminder has a secure understanding of how children learn and develop. She implements good systems to establish children's individual interests, preferences and abilities prior to them attending. Therefore, she is able to provide enjoyable and suitably challenging experiences across all areas of learning. As a result, children actively engage in purposeful and worthwhile play at all times. The childminder interacts skilfully to support, encourage and praise children's efforts. She encourages them to make independent choices. For example, when they explore the selection of coloured chalks but show no interest in using the chalkboard, she offers them sheets of coloured paper instead. They eagerly draw swirling patterns on the paper to create attractive and expressive artwork. The childminder teaches children how to hold the chalks correctly using a pincer grip, which in turn supports their physical development, promotes their literacy skills and enhances their sense of achievement.

Children are curious, inquisitive and keen to learn. They confidently and independently select favourite toys and are keen to share these with the childminder and other children. Children move around the home freely and have daily opportunities to explore the well-resourced outdoor learning environment. Regular outings to local social activity groups and places of interest help to promote their awareness of the local community and wider world. These opportunities for social interactions also prepare them with the key skills required for their eventual move on to other early years settings and school. There is evidence that parents are actively involved in their child's learning. For example, recently

completed questionnaires and comments in children's assessment records, show that there are good opportunities for shared learning. However, following a request from parents to see more of their children's work, the childminder is not keeping sufficient evidence of their achievements in her home. Therefore, there are limited opportunities for children to admire, revisit, celebrate and reflect on special events and successes during their time in her care.

Assessment systems are robust and show that children benefit from good learning opportunities. Ongoing observations are recorded regularly, shared with parents and used effectively to evaluate progress and plan appropriate future learning experiences. Children communicate effectively through emerging language, facial expression and body language. The childminder listens attentively to children. She responds enthusiastically to their suggestions and engages children in purposeful discussion, which extends their learning as she introduces new ideas. The childminder recognises that children who are learning to climb need to learn about risk, as they perfect this particular skill. Therefore, she explains to them how to move carefully as they climb into their chair and slide off again. She praises their efforts and reinforces their good practice. This encourages them to continue using these methods in future, which will help them to maintain their safety at these times. Even though children have only attended for a relatively short period, it is clear that they make good progress in relation to their starting point. They benefit from a broad and balanced range of interesting adult-led and child-initiated activities. The childminder is supportive, encouraging and realistic in her expectations. This in turn promotes children's personal, social and emotional well-being. Therefore, children are confident to try new experiences.

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

Children are very happy, settled and content in the childminder's care. Even those who are very new to the provision have already formed a secure attachment to the childminder. Children also interact very positively with one another. The welcoming, supportive and encouraging nature of the childminder successfully promotes children's well-being. As a result, they are confident, independent and ready to learn. The childminder is kind, helpful and considerate. She is a positive role model, who sets good examples to children. As a result, children are well behaved. They learn to cooperate and negotiate with others to maintain harmonious play. During social group times such as meal times, children develop good table manners and learn how to use cutlery to feed themselves. They take turns to choose which bib they would like to wear and they thoroughly enjoy their healthy breakfast of porridge oats. Throughout the day, children are also beginning to take an active role in identifying and managing their own personal care needs. For example, they help the childminder at nappy changing and hand washing times. This shows that they have a good understanding of the importance of keeping themselves clean. The childminder also provides good opportunities for children to develop a positive awareness and respect of people's differences. This is because they explore their own cultures, abilities and beliefs and those of others.

The childminder is vigilant in safeguarding children at all times. Children learn to identify

and manage everyday risk. The childminder explains how to negotiate furniture, climb carefully onto chairs and reach items in the storage units safely. On outings, they discuss road and beach safety. Because of the childminder's attentive, nurturing and protective nature, children feel safe and secure. Children benefit from nutritious meals and snacks at regular intervals and the childminder respects their individual daily sleep routines. She also teaches them how to reduce the spread of infection by wiping their noses when necessary and advising them to cover their mouth and nose with their hand when sneezing. As a result, the childminder is successful in promoting children's good health.

The childminder's home is welcoming, comfortable, safe and secure. Appropriate procedures are in place to protect children from potential risk from family pets. In addition to the comfortable lounge and spacious kitchen/diner, children have use of a large light and very well equipped playroom. This leads directly out into an enclosed outdoor play area. The range of toys, resources and equipment are of a high standard and promote children's independence, well-being, learning and development. The childminder follows good procedures to support children in their move on to other settings. For example, she has established positive relationships with other early years providers. This enables her to share good levels of information as required. Children also accompany her on daily trips to and from school to take and collect older children. This supports them well emotionally, as they develop confidence and familiarity with the school premises, staff and children. The childminder also successfully promotes children's social skills, independence and curiosity, which in turn prepares them well for future learning.

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

The childminder has a good understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has successfully completed all the required training. She is also confident and competent in her role. In addition, the knowledge and skills gained from her previous work as a teaching assistant has equipped her with the ability to successfully promote children's well-being and to help them learn. She has a secure 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. Children participate in regular emergency evacuation procedures to develop their confidence and familiarity. They also learn how to identify and manage everyday risk as they move carefully and handle tools and equipment. The childminder shares a good range of written policies and procedures with parents to agree appropriate practice. Therefore, effective procedures are in place to maintain children's safety at all times.

The childminder regularly monitors and evaluates her practice, which helps her to plan appropriate action for future improvement. As a result, she has successfully identified relevant additional training to help her to continually update and extend her knowledge and skills further. She also plans to increase use of the rear garden to provide further opportunities for planting and growing flowers, fruit and vegetables. In addition, she

intends to provide children with use of a trampoline to increase opportunities for their physical development. Questionnaires completed by parents and suggestions from children help to influence and focus these plans further.

The childminder is successful in using appropriate teaching methods to help children make good progress. She provides evidence of their achievements in their individual 'learning journeys'. She shares these regularly with parents, who add comments to show that they are fully engaged in helping to promote children's learning at home. Their comments also reflect how pleased they are with children's progress during their time with the childminder. For example, parents notice that children develop their language skills and are able to problem-solve as they successfully complete increasingly complex puzzles. There is evidence that the effective working relationships with parents and other early years agencies positively contribute to meeting children's needs.

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	EY461377
Local authority	Cornwall
Inspection number	922547
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
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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