

**Inspection date**

Previous inspection date

28/01/2014

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 provides a good range of activities to promote all areas of children's learning and development.
- Children form warm relationships with the childminder and her family, so they are secure and happy in her care.
- The childminder interacts well with children to engage their interest and extend challenge.
- The childminder demonstrates a commitment to continuous development in professional practice.

**It is not yet outstanding because**

- Although the childminder frequently shares information with parents about children's progress, she does not enable them to contribute to the records of 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 observed children in their play activities and at snack time.
- The inspector had discussions with the childminder about children's progress and looked at development records.
- The inspector read the childminder's self-evaluation form and feedback from parents.
- The inspector discussed a sample of policies and procedures with the childminder.

**Inspector**  
Julie Wright

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her partner, two adult relatives and two child relatives in Harrowbarrow, Cornwall. The house is within walking distance of two parks and a primary school. The front room, dining room, kitchen, first floor bathroom and children's bedroom are used for childminding. There is a rear garden for outdoor play. The family has a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, all of whom are in the early years age range. The childminder has a National Vocational Qualification in childcare at level 2.

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

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

- enable parents to add information about children's progress and achievements made at home to the records of development, to strengthen partnerships and enhance the assessment procedures.

## Inspection judgements

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

The childminder uses her knowledge of children's interests to plan fun activities. She is skilful in linking one activity to another, to help children learn through repetition. For example, they visit the library and borrow a favourite story book. On another day children play with teddy bears, dried porridge oats, bowls and spoons, relevant to the story. The childminder takes account of children's ages and stages of development to provide age appropriate challenges. For instance, she encourages younger children to enjoy the sensory experience, while older ones use mathematical language as they fill and pour from containers. Children are keen to play and learn, so they make good progress in their development. The childminder organises a dough activity and involves children in the preparations. They help to put ingredients into the bowl, choose a colour to add and then stir the mixture. This encourages children to make decisions about their play. For interest the childminder provides extra resources for the children to use. Children busily stick straws into the pink dough and say 'it's a flag'. They add shiny shells and a coloured feather, then notice how it moves when they blow it. The childminder talks to children about what they are doing and asks questions. This encourages children to listen, think and reply, which helps their communication and language skills to develop. For instance, children spoon their dough into a bun case and say they are making a cupcake. The childminder prompts a conversation about birthdays and children begin to sing.

The childminder brings children's outdoor learning activities into the house. For example,

children saw a frozen puddle when they went for a walk with the childminder. They talked about how water freezes and then played with a block of ice when they returned. Coloured salts enabled the children to create 'a rainbow' as the ice began to melt. The childminder created an 'under the sea sensory box' with blue frozen rice, seashells and toy sea creatures. A paddling pool filled with material prompted an imaginary game of 'being in the sea'. The childminder observes children in their activities, noting their interests and achievements. She has clearly detailed assessment procedures and compiles a record of development for each child. These include regular summaries to identify children's stage of development. The childminder describes a suitable procedure to complete the required progress check for two-year-old children.. The childminder has frequent discussions with parents and uses a daily diary to keep them well informed about their children. She shows them the records of development, although they are not encouraged to add to these. To promote shared learning the childminder enables children to take books home. The childminder communicates effectively with other early years providers which children also attend. This promotes continuity of care, learning and development.

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

Children make confident and independent choices as they play. They select toys and books, which they use well. For example, children play happily with small figures, dolls, crayons and paper. Resources are clearly labelled with pictures and words, so children can find things and put them back in the right boxes. The childminder displays children's names and photographs, to help children's sense of belonging. She teaches children to share and to take turns, so they learn to play cooperatively. Children respond well to the childminder's positive approach. She speaks to them in a gentle manner and explains things to help them understand. For instance, the childminder reminds children to 'be careful' when they become boisterous and to put their hands over their mouth when coughing. The childminder makes good use of books to promote children's developing skills and understanding. For example, young children concentrate well and are keen to interact when she reads a story about using a potty.

Children learn to recognise their own needs, such as when they are hungry or thirsty. For instance, they say 'my tummy is rumbling' and ask nicely for a yogurt. Children develop independence skills as they pour a drink from a small jug and spread jam with a knife. The childminder encourages healthy eating and is aware of children's dietary requirements. She takes children on regular outings for social opportunities and additional activities. For example, they go to groups where children meet others and take part in crafts, cooking and free-play. They visit an animal park and learn about nature. Children benefit from fresh air and physical play in the garden which support their healthy lifestyles. The childminder provides large cardboard boxes that children use for impromptu games. Children sit in the boxes and pretend to be in a boat, or hide under the flaps before jumping up and shouting 'surprise!' The childminder helps children to balance as they climb in and out, to keep them steady and safe.

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

**provision**

The childminder provides a safe, secure and stimulating environment for children. She has a good awareness of children's individual needs and meets these well. There is an interesting programme of activities to help children progress in all areas of their development. Self-evaluation procedures are robust because the childminder identifies aspects to improve and promptly addresses them. For example, she borrowed special resources from the fire-station to reinforce children's understanding of safety. The childminder demonstrates a strong commitment to developing her practice. She is working towards a Level 3 qualification and has attended a number of short courses. Following training the childminder puts her raised awareness into practice. For example, she has extended the physical play activities for children. The childminder ensures that she is aware of relevant treatments for specific medical conditions, to protect children's health. She has secure knowledge of the Local Safeguarding Children Board procedures, which protect children's welfare. Therefore, the childminder effectively complies with the statutory requirements of the Early Years Foundation Stage.

The childminder has positive relationships with parents and seeks their views as she reflects on her practice. Parents are highly complimentary about the childminder's care of their children. Comments include that children 'love spending time' with the childminder. Parents describe the childminder as 'diligent, enthusiastic, extremely organised and reliable'. Children are very happy with the childminder and are eager to tell parents about their activities. This interaction further enhances the childminder's partnerships with parents who are impressed at the childminder's attention and dedication to their children.

**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>	EY463820
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	928650
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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