

<b>Inspection date</b>	25/02/2014
Previous inspection date	27/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 feel safe and secure in the childminder's presence due to the good relationships and interactions she develops with them.
- Children learn about the impact and possible consequences of their behaviour, because of the childminder's gentle reinforcement of rules and expectations.
- The childminder's awareness of children's interests and levels of development enables her to successfully plan activities to promote their progress and learning.

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

- Children do not have access to resources to help them visualise and understand the passage of time, to support them in waiting their turn in using resources, and the childminder lacks resources to support children in identifying and expressing their emotions.

## 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 held discussions with the provider.
- The inspector took account of parents and carers views included in the settings own parent survey.
- The inspector observed activities in the indoor and the outdoor play areas.
- The inspector checked documents relating to the suitability and qualifications of the provider.
- The inspector sampled documentation regarding planning and children's progress.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

The childminder registered in 2009. She and her primary school age child live in a mid terrace house in Truro in Cornwall. There is a secure and enclosed area suitable for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor is available for minded children, with the first floor bathroom and a second floor bedroom available if needed for children to sleep. The childminder currently has four children on roll in the in the early years age range. The childminder takes and collects children from nearby schools. She uses the local amenities and parks for additional learning experiences. The childminder 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:

- Provide resources to encourage children to identify and describe their feelings and reinforce children's understanding of turn taking.

## Inspection judgements

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

The quality of the educational programme is good. The childminder knows the children well. She quickly establishes children's starting points using information from parents and her own observations. She uses this information to identify children's next steps and provide activities to promote them. The childminder produces regular, clear summaries of children's development levels, which enable her and parents to track children's progress over time, through all areas of learning. This information along with her records of children's activities enables her to produce informative progress summaries for two to three-year-old children. In addition to these summaries, the childminder shares information with parents about their children's routines, activities and progress in general discussions and via e mail, so that they all feel well informed.

The childminder is aware of the need to work in partnership with other providers, when the situation arises. She already has links with the nearby nursery and primary schools. Parents praise the information that they receive from the childminder and the progress their children are making. They are confident in and value the knowledge that their children go happily to the childminder and enjoy their time with her. The childminder makes good use of local facilities. These include taking children to local parks and libraries, where they develop their physical skills, awareness of the environment and enjoy a wide range of books to support their literacy. Socialising with other childminders and their minded children helps children grow in confidence as they play and mix with their

friends.

In her home, children enjoy choosing books from an attractive selection. They sit with the childminder while she talks to them about the pictures and characters in the books, encouraging young children to feel and compare different textures in some feely books. This increases children's vocabulary and encourages their interest and love of books as they learn listening skills. The childminder engages children's interest in stories with her use of story sacks and props. For example, children are able to handle toy fruits as they look at 'Handa's Surprise' while the childminder talks to them about the story. She then provides real fruits and involves older children in preparing them for their morning snack. She encourages children to describe the colours, textures and tastes, praising children for trying new things and managing to peel their banana and orange. These experiences enrich children's understanding of the story, encourage their communication and extend their awareness and understanding of healthy eating and the world around them.

The childminder supports children in developing coordination and they begin to learn about cause and effect and comparative language as she encourages them to build and knock down towers of bricks and build bridges to cross their toy train track. She encourages young children to develop their dexterity and coordination as she encourages them to handle toys, pressing buttons and operating switches on toys. This increases their awareness of cause and effect and children thoroughly enjoy moving and dancing to the music that their actions cause. Children grow familiar with different numerals and letter shapes as they point to and name numbers and letters on a frieze and poster. They are able to match letter sounds to initial sounds of pictures linked to them and accurately point to sand sequence numbers on the letter frieze. The childminder encourages children to use and consolidate this knowledge as they find, recognise and identify plastic numerals that she hides for them. The childminder's provision of mark making materials encourages children to draw, create and identify shapes in readiness for when they begin forming letters and numerals. Children develop and express their imaginations and act out scenarios as they play with the role play kitchen, from which they can also see the childminder preparing their meals in the kitchen.

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

The childminder knows children well. The warm, caring relationships she develops with them enables children to relax and enjoy their activities in her home. This supports children's growing self confidence. The childminder's knowledge of individual children's routines enables her to meet their needs and provide continuity of care. Her good use of local play areas and parks supports children in developing physical skills and they benefit from regular outdoor activities and fresh air. The childminder makes regular safety checks and annual risk assessments to keep children safe while in her care. Safety gates enable the childminder to control children's access to high risk areas such as the kitchen and stairs. The childminder teaches older children how to go up and down her stairs in safety and children learn how to behave in the event of fire, because they participate in regular fire drills. These experiences enable children to develop a good awareness of their own personal safety and that of others.

Children learn to behave well because the childminder gently asks them to consider the impact of their behaviour on others, and their own safety. She rewards positive behaviour such as tidying and saying please and thank-you with star stickers. The childminder tries to diffuse conflicts over resources with distraction and reminders of the importance of sharing. However, children sometimes persist in their attempts to hang on to toys. There are less resources to illustrate and measure the passage of time, such as timers, so children are not able to visualise how long they might need to wait before they can have their turn. The childminder also lacks resources to support children in identifying and expressing their emotions safely and so help them empathise with their friends.

Provision of books and pictures depicting different lifestyles and people with different skin helps the childminder raise children's awareness of difference and diversity. The childminder provides children with well balanced meals and snacks and ensures that drinking water is always readily available. She talks with children about the value of drinking water after eating acidic foods to reduce risk of tooth decay. She makes a note of children's dietary needs and talks with them about the benefits of healthy foods. The childminder supports children's growing independence and coordination as she encourages them to change into boots for outdoor play and feed themselves, while giving them support as needed. Children learn the importance of appropriate hand washing because the childminder reminds them to do so before each meal and after using the toilet. She encourages and supports children in their toilet training. She works closely with parents to provide consistency and continuity of care. Children's developing communication skills, self confidence and independence equip them with skills that they need for their future moves to nursery and or school.

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

The childminder has a secure understanding of her responsibilities in meeting the safeguarding requirements of the Early Years Foundation Stage. Her knowledge and understanding of child protection issues is good, along with her awareness of the signs and symptoms that may cause concern. The childminder's safeguarding policies detail the procedures to follow and include relevant, current contact numbers. The childminder takes effective steps to make her home safe, including keeping her home secure and fitting a fire blanket, smoke and CO detectors in appropriate places.

She provides parents with memory sticks containing her policies and procedures, so that this information is readily available to them. Comprehensive contracts and agreements about the Early Years Foundation Stage ensure that parents are well informed about her provision. The childminder seeks parents' views about her provision by asking them to complete annual evaluation questionnaires. Parents praise the systems that she uses to communicate and share information with them. The childminder updates her training and regularly meets with other childminders to share information about good practice.

The childminder has a good understanding of her responsibilities to meet the learning and

development requirements. She uses a development framework to monitor children's progress and identify their next steps and so provide activities to promote children's progress and learning. Her tracking system also helps her ensure that her educational programme covers all aspects of Early Years Foundation stage and provides a well balanced educational programme. She has addressed recommendations made at her previous inspection, leading to improvements in her assessment and recording system and tracking of children's progress. This demonstrates her capacity and commitment to develop and improve her provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY400090
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	844856
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/01/2010
<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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