

Inspection date

03/03/2014

Previous inspection date

28/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 warm and welcoming environment. This helps children feel safe, secure and confident.
- The childminder supports children's language and communication well to promote their learning and development.
- The childminder has a good understanding of how children learn and interacts well to promote their confidence and self-esteem.

It is not yet outstanding because

- Although the childminder records evidence of most children's progress successfully through use of photographs, children who have recently enrolled with her are not yet included in this process. This reduces the effectiveness of sharing and celebrating individual achievements with the children and their parents.
- Children are beginning to develop their literacy skills through regular use of books and through identification of signs and symbols when out walking. However, there are missed opportunities to increase these skills during everyday play, for example by labelling storage boxes to help children find favourite toys.

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

Inspector

Jayne Pascoe

Full report

Information about the setting

The childminder registered in 1997. She lives with her husband and daughter in the village of Luxulyan, in Cornwall. The house is close to local amenities including the village primary school. The whole of the ground floor of the property is used for childminding. The bathroom is on the first floor. The only pets kept are fish. To the rear of the property is a small play area for children, which is fully enclosed. The childminder takes children to the local toddler group and to the library, beach and park. There are currently four children attending who are in the early years age range. Of these, two children also attend other early years settings. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- maintain consistency in providing evidence of children's progress, in order to include children and parents in celebrating individual achievements
- extend opportunities for children to increase their literacy skills, for example by labeling storage boxes with words and pictures to help them to identify favourite toys and resources.

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 works closely with parents to establish children's individual preferences, interests and abilities, which help her to provide enjoyable learning experiences. During children's play, the childminder interacts well to support and challenge them. For example, they are naming and finding parts of the body. She asks 'where are your eyes', 'where is your nose', and 'where is where is your mouth'? Children excitedly touch the correct part of their body and name it to demonstrate their capability. The childminder sits at child height, maintaining good eye contact. She uses facial expression, body language and plenty of praise to show her delight at their skill. To extend children's learning further, she then asks where her mouth, eyes and nose are. The children initially point to their own, but with encouragement through gentle repetition of the question, they begin to understand that she also has these features. Very quickly, they are able to point to them in the correct order. The childminder is successful in promoting children's ability to listen and follow instructions. She is also teaching children about their body. In addition, children are beginning to learn that people have similarities. The childminder explains that she will

extend this activity further again as children become more inquisitive, to help them identify and respect people's differences.

The childminder keeps a photographic log of most of the children's progress. This shows a broad and balanced range of activities take place, which successfully promotes good progress across all areas of learning. The childminder shares these with parents regularly, to help them support their child's progress at home, by continuing favourite activities to help them achieve. However, these records are not yet in place for children who have been in the care of this childminder for a relatively short period. Therefore, there are missed opportunities to involve all the parents and children in celebrating achievements. Children are inquisitive, curious and keen to learn. The childminder successfully promotes their numeracy and problem-solving skills, as they sort, match and count. Children competently complete puzzles with a minimum of adult support. Cooking activities involve opportunities to weigh and measure a variety of ingredients and explore the changes in texture, aroma and consistency as they are blended, chilled or cooked. Use of interactive toys helps children to recognise that their actions will have an outcome. Children regularly benefit from participation in local social activity groups and outings to local places of interest. This supports their awareness of the local community and helps to promote good social skills.

Children's communication and language skills are developing well. They chat with the childminder confidently. Their vocabulary is encouraged, as the childminder asks many open questions and listens attentively to their answers. Children use books for personal enjoyment and to share with the childminder. However, there are missed opportunities to increase children's literacy skills further, as storage boxes are not labelled with signs, pictures or words, in order to help children identify favourite toys and resources. There is evidence that children engage in art and craft activities and role-play, which enable them to be creative and expressive. The development of children's physical skills is supported well through daily use of small tools, ride on bikes and a slide. They also learn how to keep themselves clean and dress themselves. Because children acquire these essential key skills, they are prepared for the next steps in their learning.

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

Children form a secure attachment to the childminder. As a result, they are very settled, happy and confident. The childminder identifies, respects and meets children's individual needs well. She is kind, attentive and caring. This successfully promotes children's sense of belonging and well-being. The childminder shows a good awareness of how to keep children safe. She also teaches them how to maintain their own safety, by explaining how to handle tools and equipment carefully. The childminder talks to children about the importance of using appropriate car seats and restraints, to keep them safe when travelling in the car. The high level of importance that she places on promoting their safety, impacts positively on children, as they feel safe and secure whilst in her care. Children are confident to explore the home, selecting toys to share with the childminder. Her active involvement enhances their enjoyment and increases their ability to cooperate, negotiate and maintain harmonious play with others. They learn to share and take turns,

which enhances opportunities for positive social interactions. Because children feel confident they are able to make independent decisions about what they will do. Therefore, they engage in a wide range of enjoyable self-initiated play and adult-led activities that truly interest them.

Children follow the good examples set by the childminder and are helpful, well behaved and show concern for others. The childminder teaches them how to identify and manage their feelings and emotions. She understands the importance of these skills in supporting children to effectively manage their move into larger social groups. Through adult-led activities, children are beginning to become aware of and respect people's differences. They also learn how to keep themselves and others safe as they talk about how to identify potential danger when in the park, on the beach and walking to and from school. The childminder promotes children's good health well, as they grow their own fruit and vegetables in the garden, cook regularly and eat healthy snacks and meals. They follow hygiene practices for nappy changing and hand washing. Children also learn how to manage their own personal care needs in relation to their individual age and ability.

The childminder's home is welcoming and comfortable. Children use the lounge, kitchen/diner, conservatory and first floor bathroom. There is a huge amount of toys, resources and craft materials available for children's use. The childminder keeps most of these in clear storage units and boxes, at child height. Although the large volume of resources reduces the amount of space somewhat, it does not compromise children's safety as the childminder ensures that fire exits are accessible and toys are not a trip hazard. Children help themselves to their favourite toys and are happy to ask the childminder for assistance if some toys are out of reach. As a result, children develop confidence in their ability to make independent choices. They also learn to care for the environment, as they tidy away toys after use. The childminder has established positive links with other settings that children attend, which successfully promotes shared care and learning. She also takes younger children to collect older children from school at the end of the day. In addition, the childminder makes effective use of school events to familiarise younger children with the school premises, teaching staff and children. As a result, the childminder is successful in helping children to prepare for their move on to other settings and 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 also demonstrates a good understanding of the local safeguarding procedures and is confident to follow these if required. She supervises children appropriately at all times and understands the importance of maintaining the required adult to child ratios. She sometimes works with her daughter, who is also a registered childminder. She also occasionally works with an assistant; this tends to be after school when the numbers of children increase. There are appropriate procedures in place to ensure that all adults working with children complete suitability checks. In addition, the

childminder supervises visitors to the premises and those who have regular contact with children closely at all times. There is a good range of written policies and procedures in place to share and agree appropriate childcare practices with parents. This helps to maintain consistency in procedures such as safeguarding children and for notifying parents of which adults live and/or work on the premises. 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 during which they learn to keep themselves and others safe in the event of a fire.

Although the childminder does not keep written records of children's progress, she is able to demonstrate this through use of photographs. She puts these photographs onto a disk for each of the child's parents. The childminder is very confident in explaining how and what children learn from each activity. She also describes how she regularly identifies appropriate next steps for their progress and provides appropriate activities to support their ongoing learning. In addition, while the childminder shares these photographs and engages in daily discussion with parents, she makes suggestions to support shared home learning. The childminder knows other childcare providers well and forms strong links with them in order to share good practice. In turn, this contributes to meeting children's needs. The childminder reflects on her practice regularly to identify areas for future improvement. This helps her to identify any additional training needs, to keep her up-to-date and extend her knowledge and skills further.

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	102255
Local authority	Cornwall
Inspection number	955426
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	28/01/2010
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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