

Inspection date

Previous inspection date

24/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Children form a very secure attachment to the childminder, which promotes their sense of belonging and helps them to feel safe and secure.
- The childminder is very skilful in his interactions with children and uses highly effective methods of teaching. As a result, children flourish and make excellent progress in their learning and development.
- The childminder is exceptionally confident and competent in his ability to safeguard the children in his care.
- The childminder demonstrates a high level of commitment to his ongoing professional development. He uses very effective systems to monitor and evaluate his practice, in order to drive continuous improvement.

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 observed interactions between the childminder and children.
- The inspector sampled children's records and documentation.
- The inspector engaged in a joint observation of an activity with the childminder.
- The inspector took account of parental feedback obtained through children's records.

Inspector

Jayne Pascoe

Full report

Information about the setting

The childminder registered in 2011. He lives with his wife, who is also a registered childminder, and their school-age child in Fraddon, near St Columb, Cornwall. The premises are accessible and children use all areas of the childminders home. An enclosed rear garden area is available for outdoor play activities and an extensive play area is located to the front of the property. The childminder also makes regular use of the park, beach, countryside and woodland walks. There is currently one child on roll in the early years age group, they also attend another early years provision. 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:

- enhance opportunities for outdoor learning further, for example by resourcing the garden area with a nature trail, bird boxes and insect houses, in order to promote children's spontaneous and exploratory play.

Inspection judgements

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

The childminder has a very secure understanding of how children learn and develop. He establishes what they know, understand and can do before they attend. This helps him to successfully plan appropriately challenging and very interesting learning experiences for them. As a result, children engage in purposeful activities based upon their individual interests, preferences and abilities. This helps to maintain their natural curiosity and inquisitiveness. Children are very enthusiastic in their approach, show high levels of concentration and demonstrate the characteristics of effective learning. They have recently been developing their understanding of the world, as they identify the physical features of volcanoes. Children have made an attractive wall display depicting several volcanoes, which show the process of eruption and the by-products such as lava, rock and gas. The childminder is now progressing their learning to help them consider the impact of an erupting volcano, both above ground level and under the sea. Parents are actively involved in supporting their child's learning at home, as the childminder provides written advice and resources to support children to explore this topic further at home, for example by identifying where volcanoes are located on a world map.

The childminder demonstrates an excellent quality of teaching. He plans activities that he knows will truly interest and engage children fully. He knows that this will provide exceptionally good opportunities to rapidly extend their learning. Children greatly enjoy

moulding play dough around an empty plastic bottle to make a model volcano. They listen attentively and follow instructions from the childminder very well. They fill the bottle with several key ingredients, to create a 'mini-eruption' and then observe the subsequent flow of 'lava' from their model volcano. The children are in awe at the result of this hands-on scientific experiment. They watch the pretend 'lava' flow down their model volcano and onto the tray below. The childminder continues to challenge their thinking by introducing a small model house, which adds perspective. He asks the children how it may feel to live below an active volcano, which promotes a lively discussion about the potential danger and of how they would keep themselves safe from harm. Therefore, this activity successfully promotes children's communication and language skills as they discuss the process and follow instructions. They increase their physical abilities, as they carefully spoon the bicarbonate of soda into the narrow bottle top. In addition, they learn how to care for themselves as they consider safety and develop interpersonal skills, as they work cooperatively with others. As a result, the childminder prepares children exceptionally well for their next steps in their learning.

Assessment systems are very robust. The childminder uses highly effective methods with which to work with children and parents, in order to establish children's individual starting points. He continues this good practice to ensure they are also actively involved in the ongoing assessment process. As a result, children are able to celebrate their achievements very regularly. The childminder provides high levels of praise and encouragement for children's efforts. This in turn has a very significant and positive impact on children's confidence and their ability to succeed. Therefore, children make rapid progress across all areas. The childminder liaises very well with parents to identify their child's future development needs, which in turn enables him to provide sufficiently challenging and enjoyable learning experiences. The childminder is skilful in his interactions with children. He is confident and competent in his ability to act upon children's suggestions and ideas, which helps to extend their learning further. He asks open questions, encourages children to consider alternative options to reach a conclusion, and promotes their curiosity further through the addition of interesting resources. As a result, children are encouraged to 'have a go', learn through 'making mistakes' and have no fear of 'getting it wrong'. They are confident in the knowledge that this is the process of learning. Therefore, they develop the ability to persevere in order to achieve their chosen goal.

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

Children have formed a very secure attachment to the childminder, which in turn promotes their self-confidence. This is evident upon his return from the school run, as the children who have remained in the care of his co-minder rush excitedly to greet him with hugs and squeals of delight. Children interact exceptionally well with the childminder, his co-minder and other children. They have established strong and positive relationships, which prepare them well for their move on to other settings. Children move freely to select favourite toys, use the bathroom and help to prepare their snack. They are developing high levels of independence. They understand the importance of self-care and can manage their own personal care needs very well. The childminder promotes the children's good health exceptionally well. He has an excellent understanding of health,

nutrition and exercise. He is also a first aid instructor, which enables him not only to treat injured children if required, but also to teach them how to help others. The childminder has recently initiated a local community project to increase the physical fitness of young children in the area. This involves collaborative working with a nationally renowned chef, who has previous experience of promoting his own healthy eating initiatives, and by providing physical defense instruction to local schoolchildren. He adapts these skills successfully to teach the younger children he cares for how to keep safe and healthy.

The childminder is an excellent role model. Children follow his good example and are helpful, well mannered and kind to one another. The childminder actively promotes a positive respect of people's differences, for example through activities to explore Chinese New Year, St George's day and by exploring the diverse range of people in the local community and wider world. The childminder places a high emphasis on safeguarding children. He teaches them about road safety, stranger danger and beach safety. Ongoing discussion takes place about how to handle equipment carefully and of how to avoid trips, slips and falls. As a result, children feel safe and secure. In addition, they develop an awareness and understanding of how to identify and manage everyday risk, to keep themselves and others safe from harm.

The childminder's home is welcoming, well resourced and child-centered. The childminder displays children's work prominently in the hallway, along with a notice board containing useful information for parents. There are comfortable areas for rest and play in the lounge. Child sized furniture is available and safety equipment restricts access to areas that require adult supervision. Resources are stored at child height, which enables children to make independent choices. It also increases their sense of responsibility, as they help to tidy toys away after use. The garden is fully enclosed and level. An excellent range of outdoor toys and equipment are stored safely, ready for children's use. There is evidence that children engage in purposeful and worthwhile planned activities in the garden. However, because the childminder currently stores the outdoor play equipment out of sight, there are some missed opportunities to attract children into spontaneous, exploratory play and investigation in the garden. This is because there are no interesting items such as bird boxes, feeders, insect houses, wind chimes or nature trails to catch their eye and spark their curiosity. Children regularly enjoy visits to the beach, the woods and walks in the countryside. They also visit local places of interest and tourist attractions. The childminder liaises effectively with other early years practitioners and the local authority. This contributes well to meeting children's needs and in supports them in their move on to other settings.

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

The childminder has an excellent understanding of the learning and development and safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. He has an exceptionally secure understanding of the local safeguarding procedures and is very confident to follow these if required. A written risk assessment is in place for the home, equipment and outings. The childminder also completes daily visual

checks to maintain children's safety. Children participate in regular emergency evacuation procedures to raise their awareness of fire safety. They also learn how to keep themselves safe, through ongoing discussion. The childminder safeguards children very well; he is attentive, treats children with a high level of respect and concern and supervises them appropriately at all times.

The childminder provides excellent educational programmes for children. He has high expectations of what they can achieve and successfully supports them in reaching these goals. He is an extremely enthusiastic, committed and skilled practitioner. Assessment systems show that children flourish during their time at the setting and make very rapid progress towards the early learning goals. Partnerships with parents are very strong. There is evidence through written parental feedback in children's learning journeys and individual diaries, that parents greatly value the high quality of teaching and care provided by the childminder. They also find that the childminder's ideas, suggestions and provision of resources are very useful in helping them to promote their child's learning and development at home. The childminder uses highly effective systems for self-evaluation. This helps to monitor and assess the effectiveness of the provision and identify appropriate areas for future improvement. This currently includes the completion of a level 4 child psychology course. In addition, the childminder also plans to complete further relevant early years training and extend the provision further to create a designated playroom for minded children.

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	EY438712
Local authority	Cornwall
Inspection number	941099
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
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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