

Inspection date	08/08/2014
Previous inspection date	26/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder establishes positive relationships with children to help them settle quickly and feel secure.
- The childminder appropriately seeks additional support for children with special educational needs and/or disabilities to help them make progress in their learning.
- Children are cared for in a safe and secure environment, which promotes their welfare.
- The childminder supports children's communication and language skills well.

It is not yet good because

- The childminder has not completed child protection training to update her knowledge of safeguarding issues.
- Planned activities do not always sufficiently focus on all children's individual next steps to further their development across all areas of learning.
- Partnerships with other early years settings children attend do not focus on sharing information about children's learning and experiences to enable the childminder to plan complementary learning opportunities.
- The childminder does not self-evaluate effectively to identify areas for improvement and ways in which to address them to improve outcomes for children.

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 both indoors and outside.
- The inspector took account of the views of parents.
- The inspector held discussions with the childminder to confirm procedures.
- The inspector sampled documentation including children's observation records.

Inspector

Sarah Madge

Full report

Information about the setting

The childminder registered in 1998. She lives with her two adult daughters and her partner in the town of Wadebridge, in Cornwall. The ground floor of the childminder's home is available for childminding with a rear garden for outside play. The family has one pet cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age range. The childminder also offers care to children aged over five years up to 11 years. The childminder walks children to and from local shops, parks and schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase knowledge of signs and symptoms relating to safeguarding concerns and attend child protection training
- plan activities based on all children's next steps in learning to provide appropriate challenges to promote good progress in their learning in all areas.

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

- develop partnerships with other early years settings children attend to share information regarding children's learning to provide complementary experiences
- develop self-evaluation systems to enhance the quality of teaching, and to identify areas for improvement and ways to address these.

Inspection judgements

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

The childminder provides children with a suitable range of activities that are appropriate to their age and individual needs. This means that children enjoy their time at the setting. The childminder uses a system to record basic observations of children as they play. These form part of children's learning journals with photographs of them participating in different activities. The childminder shares each child's journal with their parents, which keeps them involved in their children's experiences. However, she does not always plan activities based on each child's individual next steps to provide an appropriate level of challenge.

For example, although the childminder identifies how a train set activity can support a child with language delay, she does not plan further challenges for other children to support them in taking their next step. Additionally, she does not routinely provide activities that cover all areas of learning and development. This means that children do not receive full support in all areas of their learning to help them make good progress. The childminder has a suitable understanding of her responsibility to complete the progress check for two-year-old children to highlight their early achievements and identify areas for support.

The childminder supports children's language and communication skills well through her positive interactions. She listens to and is interested in what children have to say, responding to all children's comments, including younger children's indistinguishable chatter. She models complete sentences and discusses children's home life experiences with them. This means that children are becoming confident communicators. The childminder asked children to find different shapes when building construction models, and helped them to compare size and shape. This supports them to develop an understanding of mathematics.

Through daily discussions, parents receive information about the activities children are involved in, their care routines and achievements. They share children's home learning experiences to enable the childminder to provide consistent approaches, for example, when supporting children to learn to use the potty. This helps the childminder to understand and meet children's developmental needs. Additionally, the childminder has a good understanding of how to seek advice from other professionals to provide individual support for children with special educational needs and/or disabilities.

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

The childminder provides a calm and relaxing atmosphere for children. She establishes warm relationships with them, which supports their emotional well-being and makes them feel settled and secure in her care. For example, children enter the setting with enthusiasm and excitement, and confidently wave goodbye to their parents. The childminder frequently gives children praise and encouragement to acknowledge their achievements, which effectively promotes their self-esteem and boosts their confidence. She consistently reminds children of the boundaries for good behaviour to help them understand her expectations. For example, she explains to children they should not throw sand as it could get in to their eyes. Children confidently share resources with each other unprompted and are encouraged to use good manners. This helps children to manage their feelings well, and their behaviour is good.

Children benefit from a safe and welcoming environment, which is adequately resourced. The childminder stores toys and equipment in areas that children are unable to access. However, she regularly puts a selection out for children each day and rotates them to provide a suitable range of toys and equipment for children to explore. Children are encouraged to play outdoors in the garden each day, including on the trampoline. This effectively supports their physical development as they exercise and play in the fresh air.

The childminder assists children to undertake small personal tasks for themselves from a young age, such as putting their shoes on. This means that children learn independence skills quickly that support them for the next stages of their learning and development, and in preparation for school.

The childminder teaches children how to keep themselves safe. They regularly practise the emergency evacuation procedure with the childminder, which helps them learn to exit the premises safely in the event of a fire. There are appropriate systems to ensure the home remains secure and suitable for young children. The childminder teaches children to clean their hands before eating and provides nutritious snacks. As a result, children are learning about the importance of a healthy lifestyle. The childminder carefully considers and implements individual care plans to ensure children with specific health needs receive appropriate and inclusive support. For example, she requests that parents do not to pack nuts in children's lunch boxes to eliminate the risk of causing allergic reactions.

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

The childminder generally demonstrates an appropriate awareness of the statutory requirements of the Early Years Foundation Stage. Suitable use of documentation helps her to support children's ongoing safety and well-being. The childminder implements relevant procedures appropriately to keep children safe. She ensures that all adult household members undergo the appropriate checks with Ofsted to confirm their suitability. The childminder seeks consent from parents for outings and the use of large outdoors play equipment. She has attended relevant training for first aid, healthier food and special diets, and anaphylaxis awareness to promote children's health. The childminder has not completed necessary child protection training, which is a breach of a statutory requirement. As a result, she has a basic understanding of the possible signs and symptoms that would give cause for concern relating to child protection issues. This limits her effectiveness in successfully promoting children's welfare. Although she does have a suitable knowledge of the procedures to follow in the event of such a concern, including if an allegation is made against any household members.

The childminder liaises with parents so they are aware of their children's learning progress and care routines. Parents state they are happy with the service the childminder provides, and that their children settle quickly and look forward to attending each day. The childminder has formed some links with other early years settings children attend. For instance, she shares a behaviour diary to monitor strategies used by both settings and parents. However, she does not provide information about children's learning experiences and progress with them to ensure consistency in the support children receive for their care and learning.

The childminder has started to monitor children's progress through observations, but this system is in the early stages and not fully effective in helping children make good progress in their learning. Although the childminder has started to use self-evaluation to help her identify some areas of weaker practice where she can make improvements, she does take

prompt action to address them and improve outcomes for children. For example, she feels she would benefit from completing more training to enhance her knowledge of the learning and development requirements. However, she has failed to address this, which means children are not making good progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	102543
Local authority	Cornwall
Inspection number	955002
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	26/10/2009
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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