

Inspection date	16/09/2014
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	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 form a secure attachment to the childminder as she provides a welcoming environment and high levels of reassurance and affection. This promotes children's independence and self-esteem.
- The childminder promotes children's independence skills through clear routines that support and encourage cooperation, self-care and healthy choices.
- The childminder follows effective safeguarding procedures and teaches children how to keep themselves and others safe.
- Partnership with parents and other practitioners are positive and effective. As a result, there is good continuity in children's learning and development.

It is not yet outstanding because

- The childminder provides some opportunities for children to explore difference and diversity, but does not always celebrate the cultural backgrounds of the range of children attending.

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 engaged in discussion with the childminder and children.
- The inspector viewed the premises, toys and equipment.
- The inspector observed interactions between the childminder and children.
- The inspector took account of written feedback from parents.
- The inspector sampled childminding documentation and children's records.

Inspector

Jayne Pascoe

Full report

Information about the setting

The childminder registered in 2010. She lives with her partner and school-aged child in Penryn, Cornwall. Children use all areas of the childminder's home. Toilet facilities are on the first floor. An enclosed rear garden is available for children's use and is accessed via steps. There are currently four children attending who are within the Early Years Foundation Stage. Some children also attend other early years settings. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision is registered on the Early Years Register and the voluntary and compulsory 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:

- extend opportunities for children to develop a positive awareness and understanding of difference and diversity, including celebrating the cultural backgrounds and additional languages and of the range of children attending.

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 knows children well, so provides interesting and enjoyable activities, based on their individual interests and preferences. As a result, children are busy and occupied in a wide range of worthwhile and purposeful activities. They are inquisitive, curious and keen to learn. The quality of teaching is good. This is because the childminder interacts well to encourage and support children in their learning. She offers suggestions for how to extend their chosen play, which introduces additional challenge. The childminder also makes effective use of interesting toys, such as hand puppets to enhance children's play further. As a result, children make good progress across all areas and work rapidly towards the early learning goals. Children enjoyed sorting different shapes and colours and counting wooden shapes as they put them into groups. The childminder encouraged their efforts and talked them through how to compare size and shape, in order to achieve their goal. This successfully promotes their understanding of mathematics and ability to problem solve.

Assessment systems are effective in showing how children make good progress in relation to their individual starting points. The childminder uses this system well to identify appropriate next steps for children's learning. Parents are encouraged to be actively involved in this process, which in turn promotes shared home learning. The childminder supports children with special educational needs and/or disabilities well. This is because

she works very effectively with parents to provide focused strategies, tailored specifically to children's needs. The childminder provides children with a broad and balanced range of stimulating and age appropriate activities, toys, books and resources. However, few promote children's positive awareness and understanding of difference and diversity. In addition, children who speak English as an additional language do not have opportunities to share and celebrate this skill with others.

The childminder supports children in acquiring the key skills required for future learning. For example, they regularly visit places of interest and participate in activity groups. This promotes their awareness of the local community and enables children to experience social interactions. Children learn how to keep themselves healthy as the childminder teaches them about the importance of self-care. She also provides daily opportunities for fresh air and physical exercise. The childminder chats to children as they play and they respond enthusiastically using body language, emerging language and facial expression to express themselves competently. As a result, children develop good communication skills, which help them in their move on to other early years settings and school.

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

Children form a secure attachment to the childminder, which helps them to develop confidence, independence and a strong sense of belonging. The childminder works closely with children and parents to get to know them. She uses this information to help settle children and provide care and learning experiences based upon children's unique needs, preferences and abilities. The childminder is a positive role model and children follow her good examples. They learn how to behave appropriately in social situations, are helpful to others and develop good manners. Because the childminder is highly attentive and continually explains how to identify and manage everyday hazards, children feel safe. For example, they help to tidy away toys to avoid trips and falls. Children also develop the ability to care for themselves and others. They learn how to grow their own fruit and vegetables in the garden and eat healthy and nutritious food and drink. They benefit from good opportunities to enjoy fresh air and physical exercise each day. As a result, they understand the importance of self-care and the positive impact that good health and hygiene practices have on their growth and development.

The childminder's home is well organised, comfortable and welcoming. There is a wide range of good quality toys and resources. These are stored at child height to encourage children to make independent choices, share and cooperate. Effective daily routines meet children's individual care needs and children are beginning to take an active role in managing their own self-care. Positive partnerships with parents, early years agencies and other practitioners are in place. As a result, children attending more than one setting receive good levels of support. In addition, these positive links help children to make a smooth transition 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 requirements of the Early Years Foundation Stage. As a result, children benefit from good opportunities to learn through their play in a safe and secure environment. The childminder is confident in her understanding of the local safeguarding procedures. She demonstrates a good ability to follow these if required to protect a child's welfare. Suitability checks are in place for adults living on the premises and the childminder supervises children closely at all times. A written risk assessment is in place. The childminder also completes daily visual checks on the premises, toys and equipment so that children can play safely. Children participate in regular emergency evacuation procedures to develop their confidence and familiarity. They also learn how to identify and manage everyday risk, for example as they discuss road and beach safety when on outings. As a result, the childminder safeguards children well.

The childminder uses effective assessment systems to identify children's starting points for learning and monitor their progress. She plans a broad and balanced range of activities, which cover most areas of learning very well. The childminder uses effective methods of teaching to maintain children's interest. This enables the childminder to challenge children efficiently through their play, as they persevere to achieve specific goals. As a result, children make good progress towards the early learning goals.

The childminder monitors her practice regularly to identify appropriate areas for future improvement. This currently includes providing children with more outdoor sensory experiences, extending opportunities to grow fruit and vegetables and taking children on more outings. The childminder ensures that children receive the support they need, through developing effective working relationships with parents, early years professionals and other agencies. As a result, the childminder meets children's individual needs well.

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. 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	EY419824
Local authority	Cornwall
Inspection number	845234
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	09/05/2011
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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