

Inspection date

18/11/2014

Previous inspection date

19/01/2009

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 establishes warm and trusting relationships with the children, which supports their emotional well-being.
- The childminder completes regular written assessments of children's progress. She uses these effectively to plan activities that successfully support children's learning and development.
- The childminder follows good procedures to safeguard children indoors, outdoors and on outings.
- The childminder provides a broad and balanced range of learning experiences, which truly interest the children. This helps them to engage fully and supports their learning and development across all areas.
- Positive partnerships with parents are in place and information sharing is very effective. This ensures that the childminder is able to meet children's individual needs well.

It is not yet outstanding because

- Although younger children learn about their own cultures and beliefs, there are some missed opportunities to enable them to increase their awareness of difference, diversity and the wider world.
- Children's communication and language skills are developing well. However, there are some missed opportunities to extend these skills further.

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 childminding documentation and children's records.
- The inspector viewed recently completed questionnaires to obtain parental feedback.
- The inspector engaged in discussion with the childminder and children.

Inspector

Jayne Pascoe

Full report

Information about the setting

The childminder registered in 1997. She lives with her two adult children, in the city of Truro, Cornwall. Children use all areas of the childminder's home. Toilet facilities are on the first floor, and there are steps up to the front door and to the rear of the property. An enclosed patio area is available for outdoor play activities. There are currently four children attending who are within the Early Years Foundation Stage. The childminder provides free early education to children aged two, three and four years. She 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:

- build on opportunities for children to explore and respect cultural differences, in order to increase their awareness of the wider world
- extend opportunities to develop children's increasing communication and language skills, for example by making further use of signing during everyday activities.

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. She knows children well and uses this knowledge to provide a broad and balanced range of enjoyable learning experiences, based on their individual preferences, interests and abilities. For example, the childminder knows that children like toy trains, aeroplanes, helicopters and cars, so ensures they are readily available as children arrive. As a result, children settle quickly to activities, concentrate very well and have fun as they learn. The quality of teaching is good, as the childminder plans appropriately challenging opportunities for them to make progress. She interacts skilfully to support and encourage children's efforts. This gives children the confidence to persevere until they succeed. Children help prepare the painting activity by choosing the colours they will use. They carefully handle small brushes as they paint pasta tubes. The childminder encourages them to name the colours they use, which they do correctly. She then extends their learning by explaining how they have created green, by mixing yellow and blue. Later, they make these painted pasta tubes into a necklace, which further promotes their sense of achievement.

The childminder monitors children's progress effectively and makes regular assessments,

which help her to establish appropriate areas for their future development. She shares this information with parents, which successfully promotes shared learning between home and the childminding provision. The childminder listens attentively to children and responds enthusiastically to their ideas and suggestions. This helps to maintain continuity of learning as the childminder extends children's activities to promote their learning and development further. When children have finished an activity, they are encouraged to tidy away the toys before selecting new ones. The childminder explains to children that this helps to prevent trips and falls. Therefore, children learn how to keep themselves and others safe.

The childminder promotes children's communication and language skills, as she engages them in ongoing discussion. She repeats new words back to children to reinforce that they are correct in their pronunciation. The childminder is also aware of the benefits of sitting at child height so they can see her facial expressions as she speaks. Although some children show an awareness and use of simple signing, the childminder is not currently using this fully to further develop their ability to express themselves. Children benefit from regular visits to social activity groups, which promote their interpersonal skills as they develop friendships with other children and actively engage in larger group activities. Children learn how to manage their own personal care needs, enjoy a healthy diet and engage in physical outdoor play each day. They are curious, inquisitive and keen to learn. Overall, children make good progress in relation to their starting points and the childminder provides effective opportunities for children to develop the key skills for future learning.

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

Children form a secure attachment to the childminder. This supports their sense of well-being and helps them to feel safe and confident. As a result, children are independent and happily explore the home environment to find favourite toys. The childminder's home is clean, welcoming and comfortable. Toys are stored at child height, so children are able to help themselves. This promotes their sense of belonging and encourages them to develop independent skills. Children are encouraged to help tidy away toys after use, to move carefully indoors and out, and follow road safety guidelines. This helps them to gain an understanding of how to identify and manage everyday risk.

The childminder is a positive role model and children follow her good example. They are helpful and well behaved. The childminder provides good opportunities for children to celebrate their own cultures and beliefs, and explore the local environment. She has some suitable books for younger children, depicting people of different ethnic backgrounds; however, there are some missed opportunities to fully extend children's awareness of the cultures and beliefs of others and of the wider world.

Children follow effective health and hygiene routines as they wash hands before eating and after messy play. They enjoy nutritious snacks and meals. The childminder encourages children to make healthy choices in what they eat. She also provides good opportunities for fresh air and physical exercise each day. This supports their awareness

of the importance of maintaining their own good health. Children participate in regular social activity groups, where they learn to share, take turns and cooperate to maintain harmonious play. The childminder has established positive working relationships with parents, local early years agencies and other practitioners. As a result, children benefit from continuity of care and learning, and smooth transitions between settings.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Therefore, she meets children's needs well and helps them to make good progress. The childminder has a secure understanding of the local safeguarding procedures and is confident to follow these if required. A written risk assessment is in place and the childminder completes daily visual checks on the premises, toys and equipment. The childminder has continually updated her paediatric first aid training, so can treat minor injuries if required. She shares a good range of written policies and procedures with parents, in order to share and agree appropriate practice.

The childminder uses effective assessment systems to monitor children's progress. As a result, she plans enjoyable learning experiences and provides good opportunities for children to develop essential key skills. Effective working relationships with parents and other early years professionals contribute to meeting children's individual needs. The childminder regularly reflects upon and evaluates her practice, in order to identify appropriate areas for future improvement. As a result, she plans to continually update her knowledge and skills through regular attendance at relevant early years training.

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	102239
Local authority	Cornwall
Inspection number	835645
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	19/01/2009
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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