

Inspection date	06/01/2015
Previous inspection date	01/03/2012

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 stimulating learning environment where children confidently explore and make choices in their play. As a result, they are becoming independent and inquisitive learners.
- The childminder has very strong links with parents. She communicates well, shares information on a daily basis and welcomes their opinions to develop her provision.
- The childminder provides children with high levels of support, showing she clearly understands their individual needs. This promotes children's social and emotional well-being and therefore, they are very settled and feel secure.
- Children's behaviour is very good. They are polite, respectful individuals who respond well to the childminder's expectations.

It is not yet outstanding because

- There are less natural and open-ended resources indoors for children to explore, build and construct using their imagination and thinking skills.
- Around the home, there are limited signs, symbols and opportunities for children to recognise familiar words and numbers, to learn that print carries meaning and provides information.

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 looked around the childminder's home and garden.
 - The inspector observed activities in the home and outside, and spoke with the children.
 - The inspector spoke with the childminder and her assistants.
 - The inspector took into account information in letters provided by parents.
- The inspector sampled a range of documentation including children's records and
- policies and procedures, and discussed the childminder's self-evaluation and monitoring methods.

Inspector

Anne-Marie Moyse

Full report

Information about the setting

The childminder registered in 2011, and is known as 'Bright Sparks'. She lives with her husband and child in Camelford, in Cornwall. The family have a dog, which is restricted to certain areas of the house and garden. Childminding takes place mainly on the ground floor of the childminder's home. This includes a spacious kitchen/dining room and toilet facilities. There is a room for quiet play or sleep on the first floor. There is an enclosed garden for outdoor play activities. At times, the childminder works with an assistant. She has links with local preschools, groups and schools, which extends to the villages of Delabole and Tintagel. The childminder is open each weekday from 8am until 6pm all year round. There are currently 10 early-years-age children attending. Most children live locally and some also attend other early years settings. The childminder offers care to children aged over five up to 11 years. The childminder is registered on the Early Years Register and both 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:

- extend opportunities for children to experiment more with media and materials by providing them with various natural and open-ended resources, so they use their imagination to explore, construct and build indoors
- increase the range of signs and symbols children see in the environment, so they learn to recognise familiar words and confidently use letters, number and signs in their play to promote their growing understanding that print carries meaning.

Inspection judgements

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

The childminder has good teaching skills and a clear understanding of how children learn. She works consistently with her well-trained assistant in teaching the children. This means together, they are effective educators. The childminder makes regular observations of children's achievements and keeps a photographic journal of the children at play, to monitor their progress. Daily conversations between the childminder and parents provide current and relevant updates on children's well-being and progress. This allows them to work together to meet children's individual needs, for example, when children need more comfort due to teething. Children benefit from the extra attention provided by the childminder's assistant. She sat and read stories with the children, looking at a variety of books. She engaged and extended children's interest by asking open questions. This helps to develop children's early language skills effectively. The assistant introduced new words

and helped children to verbalise their understanding. For example, when looking at a sensory book, she introduced new words, such as 'smooth' and 'rough'. She reinforced children's learning by making connections to their new language, for example, by touching their clothing. This resulted in children enthusiastically repeating the words. This helps to provide children with the skills and dispositions they need to support their future learning.

The childminder organises the home very thoughtfully to accommodate the needs of each child, including the youngest, so all children play safely. The childminder provides children with high quality, safe and suitable resources and toys to choose from, which support all areas of learning. However, there are less signs and symbols in the environment, to help children extend their interest in literacy and understand that print carries meaning and information. The outdoor area is particularly well resourced. A large summerhouse provides an additional play area, where children play with a wide range of resources and various creative materials in the fresh air. The childminder is responsive to children's ideas. She transforms the summerhouse using their different ideas for themes, such as an aquarium or currently, a popular children's film. This promotes a wide range of activities, which reflects children's interests, such as looking at winter, seasons and Christmas. The childminder plans daily craft activities where children learn to cut, colour, glue and stick to make projects to take home. However, indoors, children have less opportunity to explore natural or open-ended materials, such as treasure baskets, wooden bricks, cardboard tubes and boxes to maximise their exploration of media and materials.

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

Children behave very well. They are considerate and polite, because the childminder and her assistant provide a very inclusive and positive attitude to respecting everyone. Children learn in a calm and friendly environment so they understand to share toys and take turns. The childminder explains why this is important, helping children to learn and understand clearly. The childminder and assistant have consistent high expectations. They interact with children positively, in a friendly and caring way. Children show how secure they are in their company by confidently talking and engaging with others in their play.

Children know the daily routine and the childminder's expectations to follow good hygienic self-care practices before eating. Children sit and eat together, enjoying a wide variety of nutritious snacks. The childminder, her assistant and children discuss their likes and dislikes. The childminder encourages children to spread cheese on their crackers, where even the youngest children have a go. This encourages children's active learning in purposeful activities, where they learn and practise new skills. Children eat fresh fruit and vegetables, knowing that these foods are good for them. When finished, children politely ask to leave the table. Children play outside throughout the day. They run robustly and develop their control and coordination when using ride-on toys. Children count and calculate as they go on a pretend shopping trip to fetch two bananas and three tomatoes, using the outdoor role-play area. The childminder spontaneously builds on children's comments and ideas to extend their learning in recognising people's differences. An earlier observation made by one child led to discussion about differences in hair and about why some people are bald. The childminder acted on this and provided various wools, paper,

glue and crayons and children enthusiastically drew faces and decided what wool to use to represent hair.

The childminder ensures all areas of the premises are warm, inviting and a suitable environment for children to feel safe and learn effectively. The childminder and her assistant supervise children well. They are very vigilant and conduct regular safety checks to minimise any potential hazards. The childminder helps children learn how to keep themselves safe through talking about safe practices. She encourages them to think about the consequences of their actions, for example, by reminding them to pick up toys so they do not trip over them. On their trips to school, the childminder teaches children about road safety and being safe in the car. The regular visits to school help children prepare for the next step in their learning by becoming familiar with the environment, and through the conversations held about going to school and nursery.

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

The childminder's partnership with parents is particularly strong. Parents are enthusiastic in their praise for the childminder. They report that the 'childminder is fantastic at giving help and guidance on any issues'. She keeps them well informed on what their children are doing each day. They state that their children go 'to the childminder with a smile and always leaves with one'. This shows parents feel happy to leave their child and go to work without worrying. The childminder is an excellent communicator and makes sure she talks or messages parents by mobile phone on all aspects of her provision. She welcomes parents' comments to help develop her service and reflect their needs. The childminder evaluates her own practice and knows her strengths and weaknesses. She has continued to develop her observation and assessment systems, using various guidance and formal systems to document and track children's learning and development successfully. She is well prepared to complete a report on children's progress when they are two-years-old, and involve parents throughout this process.

The childminder has moved home since her last inspection. As a result, she has more space and offers better facilities to provide children with a wider selection of resources, which they can reach independently. Children freely go outside to play with the childminder and have developed a fondness for books. The childminder understands her responsibilities in meeting all the requirements of the Early Years Foundation Stage, including the learning and development requirements. She provides children with a broad range of activities, both at home and on visits around the local area, teaching children about their community. Her effective and adaptable educational programmes help children to make good progress in their learning and development.

The childminder has a good understanding of promoting children's welfare and the safeguarding requirements. She is well organised and implements her policies effectively to provide a safe and secure environment for children. She is familiar with child protection procedures and is confident to refer any potential concerns she may have to the appropriate authorities. The childminder has secure procedures for recruiting assistants,

making sure they are suitable and in monitoring their performance. She has ensured they hold a suitable first-aid certificate and have a clear understanding of their role and her expectations. The childminder is keen to develop her early years skills further by completing a formal qualification. She recognises the benefits of continuing her professional development through training. For example, she attended training to support early language development. She has used this positively to improve her teaching skills. She uses the language guidance document to help identify and monitor children's early language. This results in children making good progress in their communication and language development.

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	EY435422
Local authority	Cornwall
Inspection number	838956
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	30
Name of provider	
Date of previous inspection	01/03/2012
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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