

# Childminder Report

## Inspection date

26 June 2015

Previous inspection date

21 October 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder has failed to notify Ofsted of a significant event. There is no direct impact on minded children because the childminder took immediate action at the time of the incident to address the concern thoroughly.
- The childminder does not always offer children an alternative to adult-led suggestions to help them make an independent choice in their activities.

### It has the following strengths

- The childminder provides a very well-equipped playroom and a stimulating programme of educational activities. Children thoroughly enjoy being there and make very good progress, which prepares them well for school.
- Comprehensive observation, assessment and planning procedures show that the childminder sets clear targets for all children. Systems to monitor children's development are rigorous and fully involve parents.
- The quality of teaching is very good because the childminder and her assistants skilfully support and extend learning. Children benefit from close attention and support in their play activities.
- The childminder has a robust vetting and recruitment process to check that persons working with children are suitable. There is a clear training, supervision and development plan for the childminder and her assistants, along with self-evaluation, to support continuous improvement.
- The childminder and her assistants have a secure awareness of child protection procedures to help them keep children safe.

## **What the setting needs to do to improve further**

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

- improve knowledge of the Early Years Foundation Stage requirements, with particular regard to notifying Ofsted of significant events.

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

- increase children's involvement in the planning of activities to help them express and follow their own play ideas more frequently.

## **Inspection activities**

- We carried out this inspection following information we received about the childminder's supervision of children.
- The inspector held discussions with the childminder and her assistants.
- The inspector checked required documentation with regard to specific welfare requirements, including the register of children's attendance, risk assessments, and accident and incident records.
- The inspector checked safety of the premises and the arrangements to safeguard and promote children's welfare.
- The inspector observed the childminder, assistants and children in their indoor activities.

## **Inspector**

Julie Wright

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder and her assistants have a strong knowledge of children's learning and development. Children are highly motivated to learn through play. They readily respond to the childminder's suggestions for an activity, such as to have story and singing time. However, the childminder does not always check whether children have another preference or idea. Children are confident and show good imaginative skills, especially during role play. For example, they ask adults and their friends what they would like to eat at the 'Seaside Caf'. Children explain what is on the menu and write down the order with effective help from adults about letter and sound formation. Parents receive weekly emails to inform them about upcoming events, which involve them in their children's learning. Children borrow a special soft toy and story sacks to take home, which are popular activities with families. Parents provide very complimentary feedback about the provision.

### **The contribution of the early years provision to the well-being of children is good**

The childminder and her assistants know the children well and are attentive to their individual needs. For example, they settle children to sleep in the bedroom when tired and frequently check that they are safe. Children learn about being safe throughout all activities and show a good understanding. For instance, in a play dough activity they say that they are 'being careful' as they cut with a wooden blade. This comment prompts further discussion and children recall that 'knives can be sharp'. Children benefit from daily outdoor play in the garden and on outings. Such activities help children to practise physical skills and to socialise with others. Children form close attachments and friendships in the care of the childminder. The childminder and her assistants reflect children's individual backgrounds to promote inclusion well.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder employs assistants to maintain the required adult-to-child ratios and appropriate supervision levels. However, on one occasion, the usual head-count of children did not take place, which resulted in a child left unattended in a car. The childminder took immediate action to notify the parent, record the incident and complete a full review of the procedures for outings. However, she demonstrates a weakness in her knowledge of the welfare requirement to notify Ofsted of significant events. The childminder and her assistants attend various courses and evaluate their learning to develop their practice further. For instance, they have increased outdoor activities in music and writing following training. The childminder has improved the techniques they use to ask children questions to extend children's learning and understanding.

## Setting details

<b>Unique reference number</b>	EY378716
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1017524
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	23
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 October 2008
<b>Telephone number</b>	

The childminder registered in 2008. She lives with her husband and two teenaged children in Mitchell, near Newquay. The childminder offers care to children each weekday in term time and school holidays. She employs assistants to work with her to support her care of the children. The childminder receives early education funding to provide free places for children aged two, three and four years.

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.

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