

Inspection date

10/11/2014

Previous inspection date

17/03/2009

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

- Children form a very secure attachment to the childminder, which promotes their sense of belonging and helps them to feel safe and secure.
- The childminder follows good procedures to safeguard children indoors, outdoors and on outings.
- The childminder completes regular assessments of children's progress. She uses these effectively to plan activities that successfully support children's learning and development.
- The childminder promotes independent skills through clear routines that support and encourage cooperation, self-care and healthy choices.
- The childminder regularly reflects on her practice to identify appropriate areas for future improvement.

It is not yet outstanding because

- Although the childminder meets children's individual needs very well, there are some missed opportunities to support them fully as they settle into the setting.
- Children make good progress in their learning and development, but they do not always benefit from regular opportunities to review, reflect upon and celebrate their individual achievements.

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 children, childminder and co-minder.
- The inspector viewed the premises, toys and equipment.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector observed interactions between the childminder and children.
- The inspector sampled documentation and children's records.

Inspector

Jayne Pascoe

Full report

Information about the setting

The childminder registered in 2001. She lives with her partner and five children, in Frogpool, close to Truro, in Cornwall. She works with her mother, who is also a registered childminder. Children use all areas of the childminder's home. A large garden is available for outdoor play activities. There are also extensive grounds offering woodland walks and opportunities for exploration. The childminder's family keeps tropical and cold-water fish, and a bearded dragon. There are currently five children attending who are within the Early Years Foundation Stage. The childminder receives free early education funding for children aged two, three and four years. She supports children with English as an additional language. Some children also attend the local pre-school. The childminder 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:

- extend opportunities to strengthen children's sense of belonging and security further, for example through use of photo books that contain images of family, familiar people and pets
- enhance children's sense of self-worth and self-belief further, for example through the provision of regular opportunities for them to celebrate their individual achievements with others.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop. She knows children well and is therefore able to provide a broad and balanced range of interesting and enjoyable learning experiences to promote their curiosity and inquisitiveness. As a result, children are engaged in purposeful and worthwhile activities at all times. The quality of teaching is good, as the childminder interacts skilfully with children to support and encourage their efforts. She makes good use of planned, adult-led activities and child-initiated play to promote learning. This is because she is familiar with children's individual abilities and provides suitable opportunities, tools and resources to extend their learning appropriately. During play with coloured dry rice, children explore the possibilities for creating a landscape. They use the yellow rice as sand, green rice as land and blue rice as sea. They choose favourite toys such as dinosaurs, sharks and trucks, which they place onto the rice tray. Children move the toys imaginatively to explore the newly created environment. Discussions take place between adults and children as they consider the

most appropriate environment for each toy. Play naturally progresses to scooping and pouring the rice, which provides good opportunities to count, weigh and compare quantities. Children are confident to make predictions and suggestions. The childminder engages them in ongoing discussion about what they are doing and what they hope to achieve. These good practices successfully promote children's communication, language and numeracy skills.

The childminder has implemented robust systems to record children's progress. This includes photographs of children at play, short written observations, examples of children's work and written feedback from parents. Therefore, it is possible to observe the wide range of exciting activities in which children participate. However, systems are not fully in place to enable children to regularly review their own progress with the childminder and parents, in order to reflect upon and celebrate individual achievements. As a result, there are some missed opportunities to develop a greater sense of self-worth and self-belief. Children who speak English as an additional language are fully included, as their home language is valued and respected. The acquisition of essential key skills, such as demonstrating independence and managing their own personal care needs, is actively encouraged. This is because the childminder understands the importance of preparing children for their next steps in learning.

Children are curious, inquisitive and keen to learn. They select favourite toys such as racing cars and concentrate well to work out how to make them travel down the toy garage slope at speed. They persevere well to achieve their goal and the childminder rewards them with plenty of praise. This encourages them to repeat the process with increasing levels of skill. As a result, they make good progress in relation to their starting point. Parents are able to take an active role in their child's learning at home, as they exchange good levels of information with the childminder each day. This helps them to maintain continuity of learning, as they agree ideas for promoting children's ongoing development.

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

Children form a strong attachment to the childminder. This promotes their sense of security and well-being. Younger children enjoy spending time at close quarters with the childminder, sitting on her lap and sharing toys such as fire engines, during one-to-one play. As they feel more confident, they move further away from her, but regularly glance up to seek reassurance that she is still near. The childminder affords children, who are new to the setting and still settling-in, plenty of time to become confident in their surroundings. This helps them to become independent and enables them to gradually integrate with others, establishing positive friendships. Older children are competent in cooperating and negotiating effectively with their peers. They play harmoniously at all times, demonstrating the ability to share and take turns. Children follow the good examples set by the childminder and co-minder. As a result, they are polite, helpful, kind and considerate to others. They develop a positive respect of people's differences, as they explore their own cultures and beliefs and those of others. Children benefit from daily trips to the local school and pre-school, to take and collect older children. This helps them to

become familiar with the premises, staff, children and school expectations, which in turn prepares them for their move on to other early years provisions.

The premises are spacious, well organised and welcoming. There is a comfortable lounge with plenty of floor space for babies to move freely and enjoy floor activities. The large dining table provides opportunities for social activities and meals. Outdoors there are five acres of woodland and gardens, incorporating large climbing equipment, a willow den and various opportunities for exploration and imaginative play. Children play outdoors in all weathers as the childminder asks parents to provide appropriate clothing and footwear. Creative use of the outdoors promotes children's all-round development and emotional well-being. There is a vast range of good quality toys and resources available to children. They are able to help themselves as the childminder stores them at child height. She also displays children's artwork on the walls for all to admire. Although there is a wide selection of age-appropriate toys, resources and equipment, the childminder does not provide children with photographs of themselves with their family, people who are special to them and pets. This reduces opportunities to help settle children who are new to the setting and missing their loved ones.

The childminder teaches children how to keep themselves and others safe from harm. They discuss the importance of dressing appropriately for the weather, handling toys and equipment carefully, and avoiding trips and falls. She provides good opportunities for children to explore outdoors where they learn about the dangers of hazardous plants and how to minimise risk as they climb, run and jump. These good practices help children to feel safe at the setting. The childminder promotes children's good health well. There is a strong focus on healthy eating; children are encouraged to be physically active and hygiene procedures are effective. Appropriate equipment is available to help children develop independent skills. As a result, children manage to use the toilet and wash their hands as required, and with minimal adult intervention.

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

The childminder has a very secure understanding of the requirements of the Early Years Foundation Stage. As a result, she meets children's needs well and helps them to make good progress towards the early learning goals. The childminder has a good understanding of the local safeguarding procedures and is confident to follow these if required. She shares a good range of suitable policies, including safeguarding procedures, with parents and her co-minder, to agree and maintain appropriate practice. A risk assessment of the premises, outdoor play areas and outings is completed, and visual checks on the premises, toys and equipment take place each day. This helps to identify and minimise potential hazards. Children participate in regular emergency evacuation procedures to develop their confidence and familiarity. The childminder ensures that suitability checks are in place for adults living and/or working on the premises. She supervises children closely at all times.

The childminder is successful in providing a broad range of enjoyable play experiences

that help children to make good progress in their learning and development. Parents are actively involved in promoting their child's learning as they share information regularly with the childminder. Children's assessment records clearly show their individual abilities, which enable the childminder to establish appropriate areas for their future development. These records are effective in helping the childminder to monitor the range of activities that children engage in, and evaluate their progress. The childminder works closely with parents and other early years providers and agencies. She also attends regular early years training events. This contributes to meeting children's needs. Systems to evaluate the childminder's practice and identify areas for future improvement are in place. As a result, the childminder plans to further extend her links with other early years providers and agencies in the local area.

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	152635
Local authority	Cornwall
Inspection number	841898
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	17/03/2009
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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