

Inspection date

Previous inspection date

14/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children develop positive attachments with the childminder and are happy in her company, which contributes to the emotional and social development.
- The childminder provides a welcoming environment and is familiar with individual children's needs, so children feel secure in her care.
- Children benefit from the praise and encouragement they receive from the childminder. This helps to build their self confidence and helps them to feel good about themselves.

It is not yet good because

- The childminder does not effectively provide activities or experiences that offer sufficient challenge to promote older children's physical development and independence skills.
- Links with other early years settings that children attend have not been fully established to support continuity of care.
- The childminder's safeguarding policy does not contain all the relevant contact numbers to help ensure that any child protection concerns can be promptly reported to those with statutory responsibilities to safeguard children's welfare.

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 observed activities in all areas used by the childminder, her assistant and the children.
- The inspector sampled documents including some policies, records of attendance, children's records and diaries.
- The inspector took account of the views of the parents provided in written statements.
- The inspector held discussions with the childminder, her assistant and some of the children.

Inspector

Sara Frost

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and the family cat in the village of Kelly Bray, near Callington, Cornwall. Children have access to the ground floor areas of the childminder's home and one room on the first floor for sleeping purposes during the day. There is secure, enclosed garden suitable for play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. At times the childminder works with an assistant. The childminder has seven children on roll, six of these are in the early years age range. She regularly takes and collects children from the local school. The childminder holds a relevant level 3 qualification.

What the setting needs to do to improve further

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

- make sure that the safeguarding policy is in line with the relevant Local Safeguarding Children Board, to ensure that the correct contact details are available to use in the event of needing to report a child protection concern
- provide opportunities to suitably challenge and support older children's development

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

- develop the partnerships with other settings that children attend to share information to support their learning and development

Inspection judgements

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

The childminder has a sound understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She gains information from the parents and uses her settling in sessions to observe the children in order to help her identify their developmental starting points. She uses this information to help her plan for each child's next steps to promote their learning and development. However, ongoing observation, assessment and planning is not fully effective because in practice the childminder does not always take full account of children's abilities. As a result, older or more able children are not sufficiently challenged by some of the activities offered to them. This affects their progress.

Children have many positive experiences and enjoy their time in the care of the childminder and her assistant. They engage in role play, copying aspects of baby care they observe the childminder doing. For example, they cuddle, feed and wind their 'baby dolls'. The childminder and her assistant provide useful role play resources to help children develop their imaginations. Children use real life experiences they see. For example, they pretend to 'boil the kettle' in the play kitchen to make a cup of tea. Younger children explore posting balls into the activity elephant toy and concentrate as they feel the 'wind' on their hair through the tunnel. Children have lots of opportunities to find out how things work as they push buttons and pull levers on many programmable toys and books.

Children enjoy looking at and sharing books. They snuggle onto the childminder's or assistant's lap and point to familiar pictures. The childminder effectively uses this activity to promote children's language by repeating words back to younger children and forming words into short sentences. She also uses questions to further encourage children's speech. Older children confidently chat with adults about what they are doing. They talk about the weather outside, and use labels to show the day and month. This helps children recognise that print carries a meaning. The childminder teaches children to count as they play and in planned activities, such as, dominoes.

Children enjoy craft activities; older children concentrate well as they make valentines cards, using various materials for printing, painting and gluing. Younger children enjoy exploring with the paint. However, the childminder does not differentiate the activity to make it more challenging for older, more able children. For example, the childminder automatically begins to cut out the heart shapes for the older children, without giving them the opportunity to try this task themselves.

The childminder keeps parents informed about their child's progress and activities through various formats, including learning journals. Although, these are in the early stages of development due to the short time the children have been with the childminder. The childminder has not developed any links with the other early years settings that children attend. She cannot therefore be sure that the early years experiences she offers complement those children receive elsewhere.

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

The childminder and her assistant provide an environment where children feel safe and secure. Children are happy and settled; those who are very new have already formed a secure attachment to the childminder. The childminder's home is inviting with displays of pictures, posters and well organised resources making it welcoming to children. The resources are well set out giving children choices to explore and investigate for themselves. The childminder fosters children's confidence and their self esteem. Children are proud to show off their finished efforts when making valentines cards. They relish the praise and encouragement they receive from the childminder for their achievements. The childminder teaches children to share and take turns, praising them for showing kindness to others. As a result children begin to learn to play together. Children show awareness of

behavioural expectations within the childminder's home. For example they explain that outdoor shoes should not be worn indoors and need to be left in the hallway.

The childminder provides activities to help children learn about the local community. Photographic evidence shows children recently tasting and exploring soft noodles as they learn about the wider world and diversity; joining in the celebration of the 'Chinese New Year'. In addition the childminder uses a range of books, dolls and posters showing positive images of people from different cultures to enhance children's awareness.

Older children are keen to help at meal times; they confidently wipe clean the table before sitting down to eat. The childminder plates up meals provided by parents and encourages children to feed themselves from a young age, making sure she is on hand to offer appropriate support. Children learn the importance of self-care from a young age and are familiar with the routine of washing their hands before they eat. The childminder respects children's individual needs by following their routines. Sleeping arrangements are agreed with parents. Children rest according to their needs.

The childminder takes children to various groups during the week, to enable them to mix with other children and develop their social skills. She also uses such visits as an opportunity for children to develop their physical skills, for example, by encouraging them to join in parachute games. Trips to local play parks and a National Trust venue provide opportunities for children to enjoy fresh air and exercise. Children learn to keep themselves safe on outings and in the childminder's home. When children are allowed to use tools, such as scissors, they are taught to use them safely.

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

The childminder has a sound understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All members of the household undergo relevant checks with regards to their suitability.

The childminder has a sound knowledge of child protection issues and is aware of the signs and symptoms that would give rise to concern. She has a safeguarding policy, which includes the procedures to follow if she has concerns about any children in her care, or if anyone makes an allegation about any adults in the household. However her policy, procedure and knowledge is lacking in respect of who to contact in the event of a child protection concern. This is because the written procedure she refers to does not reflect the relevant Local Safeguarding Children Board, with their contact details. The childminder carries out risk assessment checks to keep her home safe for children. In addition she completes a daily safety check list prior to children arriving to ensure there are no potential hazards. The childminder has recently commenced childminding and her documents in relation to children's development are still in their early stages. She uses a developmental framework to monitor children's progress and identify their next steps. The childminder is aware of the need to complete the progress check for two-year-old children. Overall her provision for children's learning and development is sound. Parents are kept

informed each day about what their children have been doing and their progress. This sharing of information helps parents to develop their child's learning at home. Statements left by parents comment positively about the care the childminder provides.

Since becoming registered the childminder has evaluated her practice in order to identify her strengths and areas for development. For example, attending training, reviewing how she records learning journals and to develop her planning in order develop her provision. This demonstrates the childminder's capacity and commitment to improve.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY467015
Local authority	Cornwall
Inspection number	934983
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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