

Inspection date	10/10/2012
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are cared for in a nurturing and supportive environment. They form secure attachments with the childminder who is particularly warm and caring.
- The childminder has a clear understanding about how young children learn and provides stimulating play activities and learning experiences to ensure children make good progress.
- Generally strong partnerships with parents contribute towards the childminder's ability to meet all children's needs effectively.
- Significant improvement has been made since the last inspection to ensure better outcomes for children, particularly in relation to their learning and development.

It is not yet outstanding because

- Opportunities to obtain information from parents specifically about their children's learning and development starting points on entry, have not been fully explored.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 the lounge/diner.
- The inspector looked at children's observation and assessment files, the policy folder, children's records, risk assessments and self-evaluation documents.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector also took account of the views of parents through their written feedback to the childminder.

Inspector

Anna Davies

Full Report

Information about the setting

The childminder was registered in 2000. She lives with her husband and two children aged 15 and 19 years close to Whittlesey near Peterborough, Cambridgeshire. The whole of the ground floor area is used for childminding together with a bedroom and toilet upstairs. There is a fully enclosed garden for outside play. The house is within walking distance of local amenities such as schools, shops and parks. The family has a conure bird as their

pet.

The childminder is registered on the Early Years register as well as the compulsory and voluntary parts of the Childcare Register. The childminder currently has nine children on roll. Four in the early years age group attend for a variety of sessions and five are school-age children who attend before and after school and during school holidays. She is open all year round from 7am to 6pm on Monday, Tuesday, Wednesday and Fridays. On a Thursday she cares for children before and after school only.

The childminder is a member of the National Childminding Association (NCMA) and is working towards the Early Years and Childcare Quality Framework.

What the setting needs to do to improve further

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

- develop further opportunities for parents to contribute towards their child's learning and development record, this relates to children's starting points at the beginning of care.

Inspection judgements

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

Children are offered a broad and stimulating range of activities and learning experiences across all seven areas of learning. Effective planning for each child ensures that activities meet individual children's learning needs and promotes their next steps. As a result, children make good progress in their learning and development and this is clearly evidenced in their assessment files. The childminder fully understands how young children learn and the strong exploratory nature that babies have. For example, she provides interesting treasure baskets containing a wide variety of items, such as an onion, leaves, lengths of ribbon, Russian dolls and bricks, for children to investigate, manipulate and explore. Her support is highly effective as she gives children time to explore the items for themselves, before extending their learning. For example, she hides a brick inside the cardboard tube and asks the baby 'where has it gone?' The baby finds the brick and repeats the childminder's actions; making connections in their play as they spontaneously select different objects to 'hide'.

Effective systems are in place for observing, assessing and planning for children's future learning. Regular observations are recorded and next steps identified. Parents are given a good range of information about the Early Years Foundation Stage, assessment arrangements and how they can best support their child at home. Parents contribute information about what their children are learning at home which gives the childminder a holistic view of each child. However, less information about children's learning and

development starting points is sourced from parents on entry. This does not ensure that the childminder is able to plan for children's learning needs before she has gathered information herself about where children are at in their learning and this may take time, especially if children do find it more difficult to settle in.

Children benefit from free access to a good range of resources both indoors and out. The childminder is currently reviewing and adding to these resources. Good use is made of local community amenities, such as shops, the library and groups, to benefit and support children's learning. Children's communication and language development is well promoted as the childminder asks children questions, extends her own sentences to develop children's understanding and encourages babies to imitate different tones and volumes with their voices. Children enjoy a variety of books and reading activities at the local library. Story sacks are borrowed to further develop children's love of books and reading. Babies persevere with problem solving activities, such as fitting Russian dolls into each other and finding the smallest doll as they hear it rattle inside the largest one. They learn about nature through watching caterpillars grow, ants making tunnels in the ant farm and by creating seed balls for the birds in the garden. Children enjoy a wide range of art and craft activities to develop and express their creativity.

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

The childminder is a warm, caring and friendly person. Even though some children have only been in her care for six weeks, they have formed a secure attachment with her which supports their emotional development. This attachment gives children confidence and a sense of security, vital in helping them make the most of the activities and experiences on offer. This attachment also provides children with a firm foundation to build on when they enter the next step of their learning journey, be it school or another early years setting. Settling in is flexible to meet children's needs. The childminder tailors her approach in line with what she knows about each child and the information she has received from parents. Children's physical development is supported as routines for sleeping and eating are flexible in accordance with their needs. For example, babies are held closely by the childminder as they enjoy milk feeds and are laid for a sleep when they begin to show signs of tiredness. Children are encouraged to make choices and to gain independence. For example, shoes are placed within sight so that young children can easily indicate their wish to play outside.

Babies confidently explore their surroundings and gain an appropriate understanding of risk, for example as they are challenged to negotiate obstacles in order to get to other activities that are brought out. Children learn the importance of good hygiene. For example, they are reminded of the importance of washing their hands before cooking activities and the use of separate towels for children helps to reduce the risk of cross-contamination. Children are learning about their good health and factors that contribute towards this through activities promoting healthy eating and regular exercise, as well as involvement in food preparation. Food for younger children is provided by parents. Older children enjoy a healthy, balanced meal after school if required and help to make healthy fruit and vegetable platters for everyone's snack. The childminder has a good

understanding of behaviour management. She has a calm, relaxed approach, promoting equal opportunities for all children.

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

The childminder has a positive and committed approach to her childminding and attends regular training courses to supplement and continue to develop her own knowledge and understanding. She has made significant progress since her last inspection. This is as a result of good systems of self-evaluation and working with her early years advisor to bring about changes to benefit children. Consequently, the childminder has a clear overview of her current practice, including the delivery of the educational programmes and the implementation of the safety and welfare requirements. Very effective systems have been devised and implemented to monitor and track children's progress to ensure that this remains in line with expectations.

A good range of policies and procedures are consistently implemented and shared with parents. Feedback from parents is very positive. They comment that the childminder has 'supported my child educationally, emotionally and socially' and has 'so much time and patience for the children'. The childminder demonstrates a secure understanding of the procedures to follow in order to protect children from harm, abuse and neglect. Effective and regular risk assessments are carried out for all areas in the home used by children as well as for all types of outings.

Strong partnerships with parents make a very positive contribution towards meeting children's individual needs. Close collaboration ensures continuity of care for all children. Clear partnerships have been established with other providers, such as the local pre-school and school, who also care for children in the childminder's care. This supports a consistent learning and care experience for those children attending more than one setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	223009
Local authority	Cambridgeshire
Inspection number	818228
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6

Number of children on roll	9
Name of provider	
Date of previous inspection	28/04/2010
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 that are usually their 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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