

Inspection date

24/09/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has good knowledge of how young children learn and is particularly skilled at helping them to make good progress in their communication and language skills.
- Children are provided with a good range of interesting activities that provide challenge and the learning environment is well organised, enabling children to be independent in their play.
- The childminder has a very good understanding of safeguarding procedures and this enables her to promote children's well-being and keep them safe from harm.
- The childminder acts as a good role model, encouraging children to form strong relationships so that they learn about respecting and tolerating each other's differences.

It is not yet outstanding because

- Parents have fewer opportunities to share what they know about their children and become involved in their children's learning in order to contribute further to the assessment procedures.

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 spoke with the childminder at appropriate times throughout the observations.
- The inspector observed activities taking place in the sitting room and dining area.
- The inspector looked at children's observation and assessment records, a selection of policies, the childminder's self-evaluation documents and children's records.

Inspector

Emma Bright

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband, and two children aged two years and five years in a village west of Cambridge, Cambridgeshire. The whole property is used for childminding and there is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in this age group who attends on a part-time basis.

The childminder is able to take and collect children from local schools and pre-schools. The family has one dog. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop opportunities for parents to engage in their child's development and learning in the setting and at home in order to help parents share what they know about their children on an on-going basis.

Inspection judgements

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

The childminder has a secure understanding of how children learn; she carefully observes children to find out about their immediate interests in order to plan activities or experiences to enhance their learning. For example, children are particularly fascinated by horses and they spend some time looking out of the window watching the horses in a nearby field. The childminder follows children's lead as they talk about the horses, and then introduces small farm animal figures, which they inspect, and they discuss whether they are 'big' or 'small'. Children thoroughly enjoy books and listen to stories with increasing attention. The childminder speaks clearly and children copy words that are new, and laugh when the words in the story rhyme. This means children are very well supported in their language development.

The childminder has developed useful systems to observe, assess and plan for children's learning needs. She observes children in their play and takes photographs of them to illustrate the activities they enjoy. Although the children have only been in the childminder's care a short while, these records are beginning to demonstrate that children are making progress in their learning and development. The childminder talks regularly with parents to discuss their child's progress. However they do not have sufficient opportunities to support and share information about their child's learning and development at home in order to further improve the assessment procedures.

Children enjoy a well-organised environment where they can select resources to support their play. They help themselves to building bricks, carefully making a tower, which they excitedly knock down. Children enjoy lots of outdoor play as they explore the garden and park, or enjoy the fresh air and exercise as they walk to local amenities. They develop their physical skills as they crawl, climb and slide on large equipment and handle utensils, such as spoons to competently feed themselves.

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

The childminder is sensitive to children's needs and has developed warm, affectionate relationships with them. She makes sure she finds out about children's preferences and their daily routines. This helps to promote children's sense of security, whilst encouraging their independence, enabling them to do things for themselves. Young children are learning about sharing and turn-taking as the childminder skilfully intervenes to help them solve their difficulties when it comes to sharing popular resources.

Children's safety is given priority as the childminder ensures her premises are secure, and daily checks of the premises ensure children play in a safe and clean environment. The childminder helps children to gain an understanding of risk, as she encourages them to be active and explore their environment, whilst carefully supervising them. Children learn about road safety when away from the setting as they look to see if it is safe before crossing the road.

Children learn sensible hygiene routines and the childminder acts as a good role model, washing her hands after changing nappies. The childminder has devised a balanced and nutritious menu which is shared with parents and incorporates children's favourite dishes, such as gnocchi and tomato soup. Children learn to be independent and enjoy carrying out simple tasks, such as getting the plates ready for lunch and competently peeling their own fruit.

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

The childminder demonstrates a drive for improvement and through careful monitoring and evaluation she has identified areas for development. For example, plans are in place to improve the outdoor environment further by developing a vegetable patch so that children learn about nature through first-hand experiences. The childminder is committed to continuing her professional development. She has booked on future relevant training courses to further develop her knowledge of new practices in early years and use new skills to develop the childminding provision.

The childminder ensures children are safeguarded effectively because she has a very good knowledge of the procedures to follow in the event of any concerns about a child in her care. She shares this information with parents which means that children are kept safe and protected from harm. The childminder demonstrates a clear understanding of her responsibilities under the requirements of the Early Years Foundation Stage. She has a secure understanding of how children learn and this enables her to provide a wide range of activities and experiences to help children make progress in their learning.

The childminder understands the importance of sharing information between settings when children attend more than one provision, which enables them to work together to support children's learning. Partnerships with parents are good because the childminder has good processes in place to gather and share information about their children so their individual needs are met. The childminder has very good settling-in procedures, for

example she carries out home visits before the children start and this ensures children rapidly settle and feel secure in the childminder's care.

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
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	EY442648
Local authority	Cambridgeshire
Inspection number	786402
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 17
Total number of places	4
Number of children on roll	2
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 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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