

Inspection date

Previous inspection date

17/09/2012

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 a very good understanding of safeguarding issues, which enables her to keep children safe from harm.
- The learning environment is stimulating and well-organised, enabling children to be independent in their play.
- Fun activities, such as playing with sand, help children develop their understanding of size, shape and quantity.
- The childminder uses self-evaluation effectively to identify and prioritise strengths and weaknesses.

It is not yet outstanding because

- The childminder does not work with parents to identify children's starting points to enhance the accuracy of assessments to ensure children's learning needs are well met.

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 children playing in the home and garden.
- The inspector looked at assessment and planning records.
- The inspector took account of the views of parents through the childminder's questionnaires.
- The inspector took account of the provider's self-assessment.

Inspector

Veronica Sharpe

Full Report

Information about the setting

The childminder was registered by Ofsted in 2011 and lives with her husband and three children aged 10, 13 and 14 years in the Chesterton area of Cambridge, Cambridgeshire. Local shops, schools and a park are within walking distance. The childminder uses the ground floor of her home for childminding purposes. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare

Register. There are currently three children on roll within the early years age range. The childminder provides care each weekday all year round. She 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:

- enhance parents opportunities to contribute to initial assessments about their children's starting points so that their experiences are interesting and challenging and meet their learning needs.

Inspection judgements

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

The childminder has a clear understanding of how children learn. This enables her to provide a broad range of interesting and motivating activities for each child. She supports children's interests well, for example she introduces a painting set that includes a child's favourite television characters. She talks to the children constantly as they play and offers explanations, such as 'it's a hot day, let's open a window'. This supports children's growing understanding of purposeful language. Books are readily available and the childminder plans story time into the daily routine so children look forward to listening and sharing.

Electronic toys and daily access to a computer mean children are used to early technology and show a good deal of confidence in its use. The childminder gives children time to explore for themselves, for example a younger child discovers an electronic keyboard plays tunes by itself. The childminder understands that relationships are important to children, so she ensures there are ample opportunities to mix with their peers at local toddler and activity groups. Outdoor play is encouraged on a daily basis and children thoroughly enjoy active games in the garden, or walks to the local park where they develop their skills on large equipment. Materials, such as sand, water and dough enable children to explore their senses. Sand play with varied containers mean children learn about different sizes and weights in fun ways.

The childminder has policies that help parents understand about the Early Years Foundation Stage. She has clear systems in place to show evidence of children's learning and provides parents with a regular written summary of learning. She uses the Development Matters guidance to guide her assessments, thereby assuring herself that children are making good progress in their learning and development. Lots of good information is collected from parents on placement regarding children's care needs, but there is less information about children's starting points to help the accuracy of initial planning for children's learning needs.

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

The childminder has warm and affectionate relationships with minded children. As a result they are happy and secure in her care. Newer children, who feel less secure on arrival, are supported well with much patience and empathy until they relax and begin to enjoy their play. Children's behaviour is good and they are confident and independent. The childminder's enthusiasm is infectious resulting in happy, motivated children.

Children learn good hygiene habits and quickly know they each have a different colour towel to avoid cross-infection. They eat well, thriving on a good range of home cooked meals and snacks of fruits and breads. Young children show they are developing their opinions, expressing their dislike of strawberries and sorting them from the grapes. Rigorous risk assessments and daily checks of the premises ensure children play in a safe and clean environment.

The childminder works well with parents to ensure children's needs are met well. She finds out about their cultural or linguistic background and ensures resources reflect children's interests and meet their needs. Equality and diversity is high on the childminder's agenda and she ensures activities are tailored to ensure each child is included. For example, older children enjoy using paints and felt-tips, whilst younger children enjoy sorting stacking bricks or exploring an electronic keyboard.

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

The childminder is enthusiastic about her business and has worked hard since registration to implement clear policies and procedures to support the provision. She has developed an effective self-evaluation process that enables her to identify and prioritise areas for development, for example plans are in place to improve outdoor provision by developing a growing area. Plans for future professional development help to ensure the outcomes for children continue to improve. The childminder demonstrates a clear understanding of her responsibilities under the requirements of the Early Years Foundation Stage.

Partnerships with parents are strong because the childminder is respectful of the parents' wishes and individual circumstances. Settling-in processes ensure children quickly become safe, settled and secure. Essential documentation is completed on placement to ensure the childminder knows about any additional needs that impact on the care provided to children. Robust systems for safeguarding mean children are kept safe from harm. The childminder has a very good understanding of the Local Safeguarding Children Board procedures and has clear policies to share with parents.

The childminder is pro-active in securing partnerships with others involved in the care of the children, for example she has made contact with a local day nursery who shares the care of some children on roll. She is aware of the importance of preparing children for future transitions, for example she prepares summative assessments of children's progress so they can be shared with a future carer.

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	EY433695
Local authority	Cambridgeshire
Inspection number	778704
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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