

Inspection date	22/10/2012
Previous inspection date	05/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 is satisfactory

- The childminder has developed close relationships with parents, they have provided positive written feedback on the care practices that she provides for their children.
- Interaction and chats with children promotes their language and communication development because the childminder carefully sounds out words and repeats them for the children to support this aspect of their learning.
- Clearly written risk assessments for all areas of the home and garden and for all outings to ensure that the childminder protects children from any potential hazards.

It is not yet good because

- The childminder has not developed her knowledge and understanding on changes to the revised Statutory Framework for the Early Years Foundation Stage requirements and the new prime and specific areas of learning.
- The observations undertaken on children are not linked to the seven areas of learning and there have been no next steps identified to support their ongoing progress.
- The childminder has completed some evaluation of her practice, however, this has not been robust enough to ensure that changes to requirements can be implemented effectively.

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 compulsory part 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 ground floor rooms.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's written diaries, the Local Authority quality framework assessment record, policies and children's records.
- The childminder took into account the positive written feedback from parents.

Inspector

Debbie Kerry

Full Report

Information about the setting

The childminder was registered in 1996. She lives with her husband in Cambridge. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The house is accessed via a step. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently four children on roll, three of whom are in the early

years age group. Children attend for a variety of sessions. The childminder operates all year round, Monday to Friday. She also offers care for children aged five to 10 years before and after school and during school holidays. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop knowledge and understanding of the learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage.
- develop the existing observation and assessment system in order to; recognise children's progress and understand their learning needs; linking them to the seven areas of learning; and to assist planning for the next steps in each child's learning.

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

- improve the use of self-evaluation identifying strengths and priorities for development that will improve the quality of provision for all children.

Inspection judgements

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

The childminder does not have a thorough understanding of the revised Early Years Foundation Stage. She records the activities children undertake each day in a diary that is shared with parents. However, the observations recorded are not clearly linked to the seven areas of learning to enable their progress in all areas to be fully tracked. The childminder completes a summative assessment on children to record their progress, however, these do not always reflect the revised Statutory Framework for the Early Years Foundation stage and children's next steps are not always identified and planned for.

The childminder interacts well with the children listening closely to them to help develop their communication skills. She repeats new words, sounding them out slowly supporting children in their speech and language development. Children develop their understanding of shape and size through completing puzzles, the childminder guides them in matching the shapes and colours of the pieces. She supports children's understanding of numbers as she counts with them, asking how many bricks they have built into a tower. Children are provided with a range of resources and activities that help to support their learning and development. The childminder places these in boxes on the floor so that children can

make choices in what they play with, promoting their independence. She sits with children when eating and interacts with them, whilst supporting development of their self-care skills as they feed themselves. Children are provided with a range of push button toys, they access play telephones and the childminder use her mobile phone to 'talk' with the children to develop their language and understanding around technology.

Parents are involved with supporting children's learning as they exchange regular text messages with the childminder about what their children are enjoying. They receive daily feedback on what their children have done, through verbal discussion with the childminder and written daily diaries.

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

Children have regular access to the fully enclosed garden, which allows them to develop their physical skills through running or climbing. They help to care for the vegetables grown in the garden supporting their exploration and observation skills. This supports their understanding on the world around them and ensures that they get plenty of fresh air to help promote their good health and well-being. The childminder asks children questions and sings songs with them to help to support their creativity, whilst developing their speech, language and thinking skills. Children are provided with positive praise and encouragement for their efforts which helps to develop their self-esteem and confidence. For example, she claps her hands and encourages all the children to join in with the praise.

Children's individual dietary needs are appropriately supported and parent's wishes regarding the food they eat are respected. The childminder has clear policies and procedures in place for accidents and administering medication to ensure that children's health and welfare is appropriately supported. She has clear records in place to ensure that parents are kept fully informed about any accidents and when medication was last given, ensuring that the correct guidelines are followed. The childminder has recently updated her first aid training and her thorough checking procedures ensures that the first aid kit contains the appropriate contents for use.

No children currently attend any other settings; the childminder understands the need to develop relationships with the other settings that children may attend in the future; so that systems to exchange information on their learning and development can be implemented.

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

The childminder has completed written risk assessments to ensure that all areas of her home and garden are secure and that there are no risks to minded children. She keeps a record of all risk assessments undertaken for outings to ensure that children remain safe when outside the home. The childminder is fully aware of her responsibilities to promote children's safety and welfare. She has attended training on safeguarding children to develop her knowledge on promoting children's welfare. The childminder has clear written

policies and procedures around safeguarding children in place, which include local contact numbers to show that children's welfare is appropriately supported.

The childminder ensures that she shares her clear written policies and procedures with parents. This helps to keep them informed about her practice and the service that she provides. The parents of minded children have provided positive written feedback to the childminder on her practice. This helps to support the childminder in developing her practice further to meet the requirements of parents and the care needs of children attending. She has some resources in place on the cultures and beliefs of others to help children develop a positive understanding on people's differences. She obtains all relevant information from parents to ensure that their individual beliefs and customs are respected and celebrated through a range of activities. Children are also taken on regular outings within the local community to help them to learn about the wider world and their local environment.

The childminder has received support from the local authority to review her practice and as a result, she has implemented some positive changes to the way she runs her childminding service. However, systems for monitoring her practice are not robust to ensure that all changes to the revised Statutory Framework for the Early Years Foundation stage are implemented so children's learning and development is fully supported.

The Childcare Register

The requirements for the compulsory 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

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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	222523
Local authority	Cambridgeshire
Inspection number	818223
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	05/05/2009
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 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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