

Inspection date	19/11/2012
Previous inspection date	17/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 works very well in partnership with parents. There are effective systems to communicate with parents to ensure they are properly informed about and involved in their children's progress and well-being.
- The childminder has a well organised setting that enables children to move around freely and make their own choices. This promotes their independence well, enabling them to be confident, active learners.
- Children are relaxed and settled in the childminder's care. They show strong bonds with the childminder and each other. This gives them a good sense of security and belonging.

It is not yet outstanding because

- The childminder does not consistently give children time to think and offer possible responses to her questions
- Self-evaluation has not been updated to firmly focus on the learning and development requirements for the revised Early Years Foundation Stage.

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 the children at play indoors and in the garden.
- The inspector spoke with the childminder at appropriate time during the inspection.
- The inspector took into account the views of parents through questionnaires and testimonials.
- The inspector reviewed the childminder's documentation, including children's learning and development records.

Inspector

Veronica Sharpe

Full Report

Information about the setting

The childminder was registered in 1998. She lives with her husband and three children aged 10, 13 and 16 in Melbourn, Royston, Cambridgeshire. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The childminder is currently minding three children in the early years age group. She also provides care to older children before and after school and during school holidays. The childminder is registered on the Early Years Register, and the compulsory and voluntary

parts of the Childcare Register. The childminder walks to local schools to take and collect children, and attends the local parent and toddler groups. The family has two pet dogs, four cats, one turtle and one chicken. The childminder is a member of the National Childminding Association. She offers her childminding service each weekday all year round.

What the setting needs to do to improve further

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

- encourage children to further develop open ended thinking by modelling the language of thinking and learning, for example, by asking open questions to stimulate children to think about other possibilities
- build on existing systems for self-evaluation to further strengthen the monitoring of the educational programme and ensure children continue to make good progress.

Inspection judgements

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

Children enjoy a good range of activities and experiences in the childminder's care. Consequently, they all make good progress in their learning and development. Children move around the home freely and initiate their own choices from the well-organised and varied resources. This enables them to be confident, independent learners. The childminder promotes children's understanding of mathematical concepts well because she uses numbers in everyday, practical ways. For example, children are prompted to find large and small puppets from the toy box. They sing counting songs and count how many times they are pushed on the swings. Well-chosen resources extend their knowledge, for example, they make puzzles and talk about shape and size. Younger children learn to activate musical toys by pressing buttons and turning dials.

The childminder builds on information gained from parents before children start at the setting. She undertakes regular observations and uses the Development Matters guidance to monitor individual children's progress well. This enables her to ensure children cover all the areas of learning and make good progress overall. She responds promptly to any potential barriers to children's development. For example, where children have English as an additional language, she communicates effectively with parents to ensure resources and activities, such as dual language books, meet their individual needs. The childminder engages with parents and carers very well and has secure partnerships with them. Most of

the families are with her long term and this means she knows each child well, which ensures she plans successfully for their learning needs. The childminder talks to parents daily and encourages them to share information about their children's experiences at home. She uses this information effectively to plan activities that support children's interests, such as, playing with dinosaurs in compost and sand.

The childminder is skilled at engaging children's interest, for example, she reads stories in lively and interesting ways, therefore attracting older children from the other room to come in and listen. Younger children demonstrate they love story time, they point at the pictures and smile happily at the characters. A one-year-old peers under the next page, so he can anticipate what comes next, showing his enjoyment. The childminder maintains a constant flow of conversation with the children. This encourages children to develop their speaking and listening skills well and promotes their confidence. However, when asking the older children questions, she does not always give them enough time to think about their answers, and sometimes pre-empts them. This hinders children's ability to consider what else is possible and take a risk with new ideas. Children enjoy arts and crafts and have an enthusiasm for painting. Older children experiment with varied colours and swirl other colours on top to see what happens. The childminder supports children's growing skills in making marks well by encouraging them to attempt their names on their pictures. She provides a broad range of early writing materials and makes good use of practical signage so children learn that print carries meaning. For example, children have their names by their towels in the bathroom and resources are clearly labelled.

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

All the children show a good sense of personal safety because the childminder is adept at explaining rules and essential routines. Children practice the fire drill often so they know how to keep themselves safe in an emergency. They understand they need to go out without their shoes and coats because their safety is more important, even when it's 'just a practice'. Children navigate the varying levels of the garden with confidence, for example, a one-year-old throws his ball up the slope because he knows he needs two hands free to negotiate the tall step by himself. The childminder has developed her outdoor area so it is a stimulating play space for all the children. A trampoline and swings enable children to improve their physical skills under the close supervision of the childminder. Media, such as compost, sand, rice and pasta encourage children to explore texture and consistency. The childminder is well aware of the importance of physical activity. As well as daily outdoor exercise, she ensures children regularly attend a popular local activity group where they learn to stretch their bodies, balance and move to music. This helps them gain positive attitudes towards healthy physical activity.

During the summer the childminder uses her greenhouse productively to teach children about planting and tending fruits and vegetables. This provides children with good opportunities to explore growth and change, as well as learn about healthy foods. Parents provide their children's main meals and the childminder supplements these with a healthy range of fresh fruit, vegetables and breads. Good communication with parents means that through the day children benefit well from a balanced, healthy diet. Older children show a

well-developed understanding of personal hygiene and efficiently wash their hands independently at appropriate times.

The childminder has developed solid systems to ensure children settle well into the setting. Parents are invited for visits and encouraged to remain in close contact with the childminder through the use of phone and texts. This reassures parents and gives them confidence. In turn, this promotes children's sense of well-being and security well. Relationships between the children and the childminder are strong. They show firm affection for each other and clearly enjoy each other's company. The childminder ensures children learn about suitable behaviour early on through good role modelling. She has clear routines and boundaries so children know what to expect. Warm praise is given when children show caring behaviour, such as spontaneously sharing their paper and paint brushes. This promotes their self-esteem well.

The childminder has well established systems in place so that children make a safe transition to other settings, including school. She has strong links with the local primary school and ensures she has information about school activities and topics so she can support the older children. Although none of the early years children are currently attending other settings the childminder has many years experience to guide her in the effective sharing of information.

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

The childminder demonstrates a secure understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage (EYFS). She has implemented ways to monitor individual children's progress that are mostly effective. The childminder uses other childminding colleagues and collects the views of parents and children to evaluate the service she offers. The childminder is enthusiastic about her business and continues to attend a range of training events to keep her considerable knowledge up-to-date. She has a clear understanding of the strengths of the provision and is proud of her ability to offer children a kind and caring environment. Planning and assessment is suitably monitored to ensure all children make good progress in their learning and development. However, the system for self-evaluation has not been updated to re-focus sufficiently on the revised EYFS. Therefore, it does not demonstrate a clear plan to promote children's achievements for the future.

Feedback from parents is very positive, with several parents commenting that the childminder offers their children a second home. More than one parent said that the childminder offers a flexible service that meets their needs well. In particular, they say she is very supportive if unusual family circumstances arise that affect their children's well-being. The childminder provides parents with comprehensive written policies and procedures so they have a good understanding of the provision. She communicates with them on a daily basis and has regular times to share children's learning journals and regular summative assessments on their progress. This keeps parents informed and involved in their children's learning. None of the children currently on roll have any special

educational needs and/or disabilities, but the childminder has had good experience in the past. This would enable her to offer secure support and meet additional individual needs. The childminder proactively seeks solutions to support families who have English as an additional language, for example, she has made contact with an agency that offers advice about bilingual development.

The childminder demonstrates a secure understanding of safeguarding issues and updates her knowledge of child protection on a regular basis. Clear policies and procedures ensure she is able to respond effectively to any potential risks to children. Consequently, children are protected well. Effective risk assessments are reviewed regularly and the childminder carries out visual safety checks to ensure that the environment is safe. She maintains all essential documentation and keeps clear records of accidents and incidents involving the children. She has a good understanding of the requirements of other agencies, such as Data Protection, which effectively protects the best interests of both children and their families.

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	222767
Local authority	Cambridgeshire
Inspection number	888473
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17/12/2009
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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