

## Inspection date

Previous inspection date

11/12/2012

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

- Children feel safe and secure with the childminder who provides a warm and caring environment. They separate confidently from their parents because the childminder follows familiar home routines.
- The childminder has a secure knowledge and understanding of how children learn and develop, she carefully observes to assess their skills and interacts effectively to improve their learning.
- Good partnership working with parents and other providers make a strong contribution to meeting children's needs.
- 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

- Resources to help children develop an understanding of themselves and the wider world are not consistently available.
- There is scope to further increase opportunities for parents to become more involved in their child's learning and contribute what they know to support their child's progress.

## 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 taking place in the lounge and kitchen.
- The inspector talked with children present.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.

## Inspector

Emma Bright

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged one year in a village west of Cambridge, Cambridgeshire. The ground floor and the first floor of the childminder's house and the rear garden are used for childminding. The family has two cats.

The childminder attends a toddler group and activities in the village and she visits the

shops and park on a regular basis.

There are currently two children on roll, both of whom are in the early years age group and attend part-time. The childminder operates all year round from 8am to 6pm, Monday to Friday, except one week at Christmas and she also offers overnight care. 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 further opportunities for parents to engage in their child's learning and share what they know their child can do at home
- enable young children to develop an understanding of themselves and the wider world, for example by providing photographs of familiar people and places.

### **Inspection judgements**

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

The childminder has a good understanding of how children learn and plans effectively to extend and develop children's early learning and recently acquired skills. She carefully observes children to find out about their immediate interests in order to plan for next steps or provide experiences to enhance their learning. The childminder records children's progress through observations and takes photographs of them to illustrate the activities they enjoy. She works effectively in partnership with parents to support children's individual needs and discuss their child's progress. However, parents do not have sufficient opportunities to support or share information about their child's learning at home, in order to further improve the assessment of children's learning.

The childminder gives good priority to the prime areas of learning with children aged under three and is able to identify when early intervention may be needed to ensure all children receive appropriate support. She encourages the development of young children well and provides a broad and interesting range of activities for the children in her care. The childminder encourages children's language skills through effective interaction. She models clear language during their activities without discouraging their efforts as they copy new words. This enables children to use their growing skills and become confident communicators. The childminder ensures all children are involved in shared activities, helping them to include one another in their play. Under her gentle guidance children behave well and form caring relationships with one another.

Children readily help themselves to toys and resources to support their play because the childminder provides a well-organised environment. They confidently move around to investigate the interesting activities and are particularly excited to discover the sensory lights. Children observe how the fibre optic light moves when they touch it and they learn how to wind up the torch to make it work. Children have access to a range of books, which they enjoy reading with the childminder. She takes them on visits to the local library to borrow additional books, which further enhances children's early literacy skills. A range of resources are in place to help children gain awareness of the diverse society in which they live. However, the use of photographs for babies and young children is limited. This means they have fewer opportunities to see pictures of their special people and their favourite places in order to learn about themselves and the wider world.

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

Children's safety is given priority as the childminder ensures her premises are secure. Daily checks of the premises ensure children play in a safe and clean home. The childminder encourages children to be active and explore their environment, whilst teaching them to be safe. For example, on outings they learn about crossing the road and they wear reflective jackets so they can be seen. This means children are developing their understanding of how to be safe.

Children enjoy lots of outdoor play, which effectively promotes their physical development. The childminder makes good use of local venues, such as parks and indoor soft play areas to extend the options for physical play so that children benefit from fresh air and exercise. Children's health is promoted very well. For example, the childminder offers guidance and support to help them learn sensible hygiene routines. Children demonstrate independent self-care skills as the childminder encourages them to feed themselves. They enjoy dipping carrot sticks into hummus and help themselves to fresh drinking water.

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 by gathering good information from parents. Settling-in procedures tailored to each child's needs means the transition between home and the childminder's home is a positive experience. This helps to promote children's sense of security and they are clearly comfortable in her nurturing care. The childminder acts as a good role model in the calm and consistent way she approaches behaviour management. She is positive and offers lots of praise to develop children's self-esteem and this helps them to feel good about what they do.

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

The childminder demonstrates a clear understanding of her responsibilities under the safeguarding requirements of the Early Years Foundation Stage. She meets all regulatory requirements, such as keeping records of children's details and carrying public liability insurance. The childminder ensures children are safeguarded effectively because she has a

good knowledge of the procedures to follow in the event of any concerns about a child in her care. This means that children are kept safe and protected from harm.

The childminder is keen to provide the best quality care and learning for children and strives to continually improve her practice. For example, she has undertaken training to ensure her knowledge of the prime and specific areas of learning and development are clear. The childminder is committed to continuing her professional development and has plans to attend future relevant training courses. She demonstrates a drive for improvement and through careful monitoring and evaluation has identified areas for development. As a result, this enables her to set appropriate targets to improve learning opportunities for children.

The childminder recognises the importance of building close links with parents. She has good working relationships with them and they regularly share information so children's individual needs are consistently met. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. The childminder is clear about sharing information between settings when children attend more than one provision. She has taken a lead role in establishing effective working relationships, which enables them to work together to support children's needs. These well-established channels of communication successfully promote children's learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY448387
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	806103
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

