

## Inspection date

Previous inspection date

13/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 children have built good bonds with the childminder and show they feel happy and settled in her care.
- Children have access to a reasonable range of toys and equipment so they can develop their independence.
- The childminder has a good relationship with parents, which helps children to feel secure.

### It is not yet good because

- The childminder does not keep a record of children's attendance and was unable to show she had an adequate level of insurance for her car. This compromises children's safety.
- Planning, observation and assessment is not sufficiently rigorous to show children's progression; as a result, activities lack challenge. This impedes children's progress towards the early learning goals.
- Lack of self-evaluation means the childminder has not identified weaknesses in her provision. This limits her ability to develop an action plan to ensure the setting continues to support children's learning and development and their welfare.

## 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 activities in the childminder's living room and dining room.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector reviewed a range of documentation, including policies and procedures, children's record forms and their learning records.

## Inspector

Veronica Sharpe

## Full Report

### Information about the setting

The childminder was registered in 2012 and lives with her two children aged three and nine in the Arbury area of Cambridge, Cambridgeshire. Local shops, school and a park are within walking distance. The childminder mainly uses the ground floor of her home, with supervised access to the first floor bathroom.

There is an enclosed garden for outside play. The family has a pet hamster. There are currently two children on roll within the early years age range. The childminder is a

member of the National Childminding Association.

### **What the setting needs to do to improve further**

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

- keep a daily record of the names of the children being cared for and their hours of attendance
- ensure vehicles in which children are being transported, and the drivers of those vehicles, carry adequate insurance
- develop effective ways to track and monitor children's progress to identify any gaps in their learning and ensure they have challenging and motivating learning experiences.

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

- implement monitoring and evaluation of the quality of the provision. Include the views of parents and children, to identify strengths and areas for development.

### **Inspection judgements**

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

The childminder has a sound understanding of how children learn. She observes them to find out about their immediate interests and knows which activities they enjoy. However, planning and assessment is not effective enough to be sure that children's on-going learning needs are fully met. As a result, children are insufficiently challenged and it is unclear how they make progress in all seven areas of learning. This limits the childminder's ability to plan effectively for children's future learning. The childminder discusses children's interests with their parents on a daily basis. This ensures they have a satisfactory understanding of their children's activities within the setting.

The childminder provides a suitably organised environment where children have access to a reasonable range of toys and resources to support their play. Children confidently move around the home to explore the toys and activities, which enables them to develop their own interests. The childminder encourages them to take part in planned activities and praises them for their efforts. For example, children make Christmas decorations with paint and glitter and take pride in their achievements. Resources, such as stencils and a good variety of pencils and crayons, mean children develop their pre-writing skills

appropriately.

Children gain awareness of our diverse society as they use appropriate resources, such as books, puzzles and dressing up clothes. The childminder talks to children in their home language, and uses English alongside this to promote their understanding of both languages. Children regularly attend a local activity group so they make friends and socialise with others. They access a reasonable range of books and the childminder reads to them every day, which helps them to develop early literacy skills. The childminder encourages children's communication skills through appropriate interaction. She talks to them and comments on what they are doing, which encourages their explorations.

Children have suitable opportunities to find out about colour and texture, for example, they play with play dough, paints, sand and water. Children take turns and enjoy board games that help them develop matching skills and shape recognition. The childminder promotes children's use of numbers well as she sings counting songs with them. She points out shapes and numbers during outings to further develop children's understanding. Children have an interest in simple puzzles; the childminder supports this by ensuring a suitable range is easily available.

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

Children settle quickly and are happy in the childminder's care because she works well with parents to ensure children are familiar with the setting. They have formed secure attachments with each other and mostly play well together. Children confidently explore their surroundings and help themselves to toys, puzzles and books. They learn about good behaviour as they play sharing games. However, because activities tend to lack challenge, they are sometimes aimless and do not become engrossed in their play.

The childminder encourages children's understanding of healthy lifestyles by offering them healthy choices at meal times. Children enjoy a range of fresh fruit at snack times and have home-cooked meals that are nutritionally sound. Daily walks in the local area promote children's interest in fresh air and exercise. They visit parks and play areas to test their growing physical skills on larger play equipment.

The childminder helps children learn about safe behaviour, for example, she explains why climbing onto the toy horse to reach up is not a good idea. Children practise the fire drill intermittently so they learn to keep themselves safe in an emergency. The childminder has not been involved in children's transitions into other settings but is aware that enabling children to become familiar with their next setting helps to ensure they settle well into their new surroundings.

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

The childminder has sufficient understanding of safeguarding procedures to keep children adequately safe. She shares written policies with parents so they understand her responsibility to respond to child protection concerns. The childminder carries out suitable risk assessments on all areas of her home to ensure hazards to children are minimised. Children stay safe on walks in the local area because the childminder takes additional precautions, for instance, she takes a first aid kit in case of accidents. Most documentation is in place to promote children's well-being. However, the childminder does not keep a daily record of the names of the children being looked after and their hours of attendance. Additionally, the childminder was not able to show she has adequate insurance to transport children in her car. Both of these compromise children's safety.

The childminder recognises the importance of building close links with parents. She gathers and shares information with them so that children's individual care needs are appropriately met. She keeps parents informed about their children's activities and well-being through daily feedback. Parents praise the quality of the provision and say their children come home happy. None of the minded children currently attend other settings, but the childminder is aware that sharing information helps to promote consistent learning experiences for them.

The childminder has a satisfactory understanding of the learning and development requirements. However, planning and assessment is not monitored well enough to ensure that identified needs are properly targeted. This limits the childminder's ability to address any possible areas for concern and secure good achievements for all children.

The childminder shows she is aware of the need for professional development and has identified some future training to improve her knowledge. However, the lack of self-evaluation means priorities for improvement have not been fully identified. As a result, some of the legal requirements for the Early Years Foundation Stage have not been met.

### 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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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>	EY445770
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	802575
<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

**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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