

Inspection date

Previous inspection date

19/12/2012

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

- The childminder has developed good partnerships with parents and other settings that children attend. This means continuity of care and learning is effectively secured for all children.
- The childminder makes innovative use of the internet to share children's learning experiences with parents on a daily basis. As a result parents feel genuinely involved and children make good progress towards the early learning goals.
- Children benefit from a very well organised child-centred environment. Resources are plentiful and easily accessible, enabling children to make choices and become active, independent learners.
- Children learn about their local community and the wider world because the childminder makes good use of the facilities around her, such as activity groups, libraries and shops.

It is not yet outstanding because

- The childminder does not consistently use open-ended questioning to support children's critical thinking; enabling them to think about tasks, solve problems and consider what else is possible.

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 spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at the childminder's website to see how she communicates with parents.
- The inspector looked at a range of documentation, including the childminder's self-evaluation form, policies and procedures and the children's records.
- The inspector and the childminder observed the children playing throughout the inspection.

Inspector

Veronica Sharpe

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 a friend and one child aged nine years in a house in Soham, Cambridgeshire. The whole of the childminder's house is used for childminding, with the exception of one bedroom on the first floor. There is an

enclosed garden available for outside play. The family has two cats and a hamster as pets.

The childminder attends local groups, shops and the library on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, five of whom are in the early years age range. The childminder also provides out-of-school care to older children and she occasionally minds with an assistant. The childminder operates all-year-round from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 2 and 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:

- encourage children to develop open-ended thinking by modelling the language of thinking and learning; for example, by asking more open questions to stimulate children to think about other answers and possibilities.

Inspection judgements

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

The childminder has a secure understanding of how young children learn and develop through play. She plans and provides a very good range of resources and activities that effectively promotes children's development in all the areas of learning. The educational programme reflects individual children's interests and aptitudes, ensuring they have enjoyable and challenging learning experiences. The childminder involves parents well in their children's learning through a secure website. She uploads photographs and individual observations and assessments so parents have an instant picture of their children's progress. In return they make daily contributions to enable the childminder to effectively plan for each child's learning needs.

Children enjoy searching through books to find their favourites. They sit alongside the childminder and help her leaf through the pages, showing their interest and enthusiasm. They show they understand rhyming words and speculate which word might finish the next sentence. This encourages children to develop their speaking and listening skills well and promotes their confidence. Children have plenty of resources to help them learn about early technology, for example, there is an electronic globe, which tells them about other parts of the world. During role play they use toy kitchen appliances and pretend to cook and clean. Children show lots of interest in a new sensory area, where they can switch on

lights, turn knobs and experiment with handles. All this helps children to become motivated, independent learners.

Children have free-flow access to the childminder's garden, which has been skilfully designed to offer them a stimulating learning environment. Experiences, such as paint splattering and water painting, enable children to be messy and explore their creativity. A small, but well planted, growing area helps children to learn about growth and change. They plant herbs so they can smell and taste the differences, which promotes their understanding of the natural world well.

Children make marks in varied ways to promote their pre-writing skills. They use shapes and cutters to work dough, and explore paint, glue and gloop. A good supply of chalks, crayons and pencils are easily available so children can draw, colour and write. Children are confident communicators and engage with the adults around them well. The childminder encourages them to contribute towards the planning of the activities and ensures they feel involved in adult conversations. She asks them for their opinions on which park they should visit, or whether they should go to the library to change their books. As a result children feel valued and their self-esteem is high. However, when asking children questions about their activities, the childminder does not always give them enough time to think about their answers, and sometimes pre-empts them. For example, during a discussion about playing outdoors, she did not enable children to speculate for themselves about what the weather was like.

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

Children have developed secure attachments to the childminder and her assistant. Consequently they are happy and settled. Positive praise from the childminder and her assistant effectively supports children's understanding of good behaviour. Children develop a good sense of belonging because the childminder ensures there are plenty of their photographs and artwork displayed. The childminder and her assistant offer flexible settling-in visits that ensure children quickly become used to the childminding setting. Initial contact with parents includes offering home visits, so they can assess the children in their home environment. This gives the childminder a good understanding of children's abilities and attitudes from the start, which helps to ensure children feel safe and comfortable. The childminder organises the childminding environment effectively, enabling children to develop their independence. Plentiful resources and a welcoming atmosphere supports children's development well. The childminder supports children in their explorations, encouraging them to make their own choices and therefore become active, independent learners. This ensures they are well prepared for their transitions into other settings, including school.

Children have very good opportunities to socialise and learn about their local community. They visit local toddler and activity groups most days so they can meet a wider group of children and learn to adapt to different social situations. Enjoyable daily walks to local parks and play areas mean they develop positive attitudes to healthy outdoor exercise. Trips further afield, such as to a nearby country house and garden centre, help children develop their understanding of the wider world. During outings the childminder helps

younger children develop a sense of safety, for example, she teaches them safe ways to cross roads. Older children are encouraged to do their own risk assessments to promote their own safety. Children eat healthy and nutritious meals and help to plan the menus. They walk to the shops to buy fruit and vegetables, and take an active part in food preparation. This develops their understanding of healthy choices well. Children develop good hygiene practice and learn to manage their own personal care because the childminder is a good role model. All areas of the home are clean, safe and tidy, enabling children to move around freely and safely.

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

The childminder has a secure knowledge of child protection procedures and has clear policies in place to support her practice. She ensures children play in a safe environment by keeping the home secure and completing rigorous risk assessments. Visitors to the home have their identity checked and are properly supervised. There are robust arrangements for when children are collected by other adults. This keeps children safe from harm.

The childminder is a qualified and experienced early years practitioner. This has enabled her to make an effective start to her childminding business. She has confidently implemented the learning and development requirements of the Early Years Foundation Stage to ensure all children make good progress. The childminder and her assistant regularly assess and monitor the educational programme to ensure children's skills continue to grow in line with expectations. The childminder is successful at evaluating her practice. This has enabled her to develop clear action plans and identify areas for development, which she has successfully implemented. For example, she has recently attended workshops to promote boys play in the setting to enhance her support for several older boys. This ensures the quality of the childminding provision can be sustained and improved.

The childminder has quickly developed close partnerships with parents to ensure all children's individual needs are known and met. She collects the views of parents via her website to ensure the childminding provision meets their needs. Parents indicate through letters and questionnaires that they are very pleased with the setting. They feel involved in their children's learning and receive daily feedback from the childminder, which has led to secure, trusting relationships. Partnerships with other providers successfully promote continuity of care and learning. Shared day books are consistently used to ensure each setting and the parents have a holistic view of children's development and well-being. Children who have special educational needs and/or disabilities are not currently attending the setting, but the childminder and her assistant have experience and training that enables them to offer effective support.

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	EY448677
Local authority	Cambridgeshire
Inspection number	805326
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	7
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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