

<b>Inspection date</b>	29/01/2013
Previous inspection date	05/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children's all round development is supported extremely well as the childminder has an excellent understanding of how children learn. The clear, concise observations of children, engaged in activities, ensures that their individual needs are met and they acquire excellent skills for the future.
- Children's feeling of safety and security is clearly evident through their confidence and familiarity within the home. They benefit from warm, caring relationships with the childminder and her co-childminder.
- Highly effective communication with parents ensures important information about children's learning is discussed at the beginning of their child's placement. Parents' views and opinions are highly respected and sought on a very regular basis, enabling all involved to plan for children's individual needs and achievements.
- The childminder effectively monitors her personal development and is committed to continually enhancing all aspects of the provision. Her desire to enrich experiences for children is continually evolving through the wide variety of training courses she attends.

## 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 met with the childminder and her co-childminder to look at documentation, learning journals and parents' written comments about the care provided.
- The inspector toured the home looking at safety aspects which are complemented by detailed written risk assessments.
- The inspector observed the childminder involved in a variety of activities and spent time looking at the wealth of resources provided.
- The inspector took account of the views of the parents obtained through questionnaires and feedback sheets.

## Inspector

Tracey Boland

## Full Report

### Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 11, 13 and 15 years in a house in a village between Huntingdon and

Peterborough in Cambridgeshire and uses the whole of the house and the rear garden for childminding. The childminder co-childminds with another childminder and there are two assistants who are able to help out as required.

The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 25 children on roll, eight are in the early years age group who attend for a variety of sessions and 17 are school-age children who attend before and after school and all are on a part-time basis. She operates all year round from 7.45am to 5.45pm Monday to Friday, except for family holidays.

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

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

- consider children exploring sensory experiences further to enhance their fascination with the outdoor environment, for example by providing materials to make dens.

### **Inspection judgements**

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

Children's learning and development is extremely well promoted through the childminder's excellent knowledge of how children learn and develop. This ensures their progress in all areas of learning is promoted excellently. Systematic assessments complement the information gained from parents regarding their child's starting points. This is used to plan for further progress. The childminder has high expectations of children in her care and introduces innovative teaching methods to enhance learning. Her precise understanding of each child's stage of learning is supported by extensive written and photographic evidence enabling parents to also see the enjoyment and involvement of their child in play. This reflects the excellent variety of self-chosen and adult-led activities they are involved in throughout the day which stimulate and challenge them. Children's independence and confidence are continually enhanced as they make informed choices with regards to their play. Toys and equipment are very well maintained, highly appropriate for the ages and abilities of the children attending and provide plenty of challenge which encourages their natural curiosity to learn.

Children engage in an excellent variety of experiences that compound their understanding of healthy eating and exercise. Their understanding of how things grow and change is

effectively nurtured as they spend plenty of time outdoors, preparing soil, sowing seeds and caring for their plants. Through comparing the varying sizes and shapes of the strawberries, corn on the cob and tomatoes they use mathematical language, such as bigger and smaller, to talk about the differences they can see. They consolidate these skills further by measuring themselves and their friends, comparing the similarities in their own sizes.

Children benefit from lots of time outdoors, watching the chickens in the garden, collecting the eggs and using them in their cooking activities. Therefore, they gain a good understanding of the food cycle and where their food comes from. Counting is introduced during planned activities, for example, weighing and measuring ingredients when making cookies. Children pour flour and sugar into the scales, identify the numbers that they need to stop at, measure baking powder and count the eggs. They use language such as 'heavy', 'small' and 'big' and feel the texture of the mixture as they rub the ingredients together. Younger children enjoy stirring the mixture and moulding it.

Children thoroughly enjoy the outdoors and benefit from plenty of fresh air. They enhance their physical skills using climbing apparatus, exploring the environment and moving through wigwams and tree houses in a local park. They climb, learn control and coordination and use language such as over, under, through, developing their awareness of space. They enjoy talking about wildlife and the domestic animals they come into contact with, such as the childminder's dog, chickens and her co-childminders tortoises. They explore the topic of hibernation and talk about which animals hibernate, for how long and why, using books to explore this further.

Pictures, signs and toys reflect the world around them. This aspect of the provision has significantly improved since the last inspection and resources reflecting different cultures and beliefs are in abundance as children excitedly explore the different lifestyles of people around the world. 'Archie' the bear is taken home by the children who enjoy taking him on their many adventures where they explore and he meets their families. They carry his binoculars, camera, passport and map of the world and children enthusiastically tell their delightful stories of their time together and photographs enable these times to become real with their friends.

Children develop wonderfully warm and trusting relationships with the childminder and their feeling of safety and security supports them exceptionally well in their learning. Effective, consistent praise and encouragement reinforces children's confidence and continually raises their self-esteem.

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

The childminder is very aware of the importance of children settling gradually into her care and supports children extremely well in the transition from home taking account of the needs of the children and the parents. Booklets made by the childminder of the children attending are used as an excellent way of enabling them to re-call their visit with their parents and talk about the children they have seen. Exceptional knowledge of the children's all round needs, likes and dislikes enables the childminder to effectively

encompass activities which encourage them to continually flourish in her care.

The childminder has an excellent understanding of how children learn and is interested, motivated and enthusiastic to hear what they have to say. She spends time at their level engaging in play and asks questions to develop their thinking and compound their understanding. Through her time with them the childminder has developed an excellent appreciation of their gestures and responds extremely well. They are actively involved in all routines of the day and safety is paramount. They learn to keep safe when using knives to cut the various fruits when preparing the snack. Behaviour is excellent as children understand the boundaries that are in place through the consistent approach about behaviour from the childminder. Children are very thoughtful to each other and show respect and care for one another. Their confidence and self-esteem is continually nurtured and children are delighted when they get stickers as a sign of their good behaviour to show to their parents.

An excellent variety of resources are freely available to the children and activities adapted to ensure all are involved and engaged. Children develop their ability to choose their own play as toys are placed safely and at low level. All resources are extremely well maintained, clean and there are plenty provided enabling all children to become involved. The outdoor play area is an extension of the indoor learning environment. Children learn to take risks in a controlled environment and use their imagination in the play castle in the garden. However, the childminder is currently looking at ways of encouraging children to explore sensory experiences further to enhance their fascination with the outdoor environment, for example by providing materials to make dens.

Children are continually kept safe and older children are actively involved in completing their own risk assessments, for example, of their journey home, road safety and what to do in an emergency. The childminder is proactive at all times with regard to safety and rigorous written risk assessments are in place for activities and outings both indoors and out. Children are continually safeguarded within the home as robust routines are in place for checking smoke alarms and completing fire evacuations with the children to ensure they are fully aware of their action in an emergency. An evaluation of the drills ensures they remain effective and children remain safe.

The childminder works hard to ensure that children's transition between settings is sensitive to each child's needs, relaxed and informative for all involved. Excellent communication promotes consistency of care and enables other providers to support each child's care and learning. Strong communication, sharing of learning logs and summative assessments ensures children's individual needs are extremely well met.

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

The childminder has a vast array of experience in childcare which is continually supported through her ongoing commitment to training to enhance her skills, ability and knowledge in the field. Substantial improvements in the use of assessment and working with parents have been made since the previous inspection and these have raised the quality of

provision for children. Children's safety and well-being is given top priority and she provides an extremely safe, stimulating, child-focused environment. Safeguarding children is paramount and the childminder demonstrates an excellent understanding of her role and responsibility in protecting children from abuse and neglect. All adults working with children have been appropriately vetted so that parents can be reassured that they are suitable. Comprehensive documentation is in place to support any safeguarding issues and all contact details for the relevant agencies are accessible at all times.

Routines for planning and assessment are outstanding and supported by parents and other providers of early years. Planning is shared to enable children's continued learning at home and assessments clearly identify their achievements. Parents' views are actively sought through a variety of ways which enables them to play a genuinely active role in their child's learning.

The childminder's pursuit of excellence is furthered by seeking the views and opinions of the parents and children that use her service as part of her own highly effective self-evaluation of the service provided. Feedback sheets and questionnaires are used effectively to gain information and time spent evaluating them and responding to their comments enables her to successfully enhance the care she provides. Comments include, 'The childminder is an extended part of our family!' She is 'Flexible and accommodating' and 'My daughter is very happy in her home from home environment'.

### 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

<b>Unique reference number</b>	EY304503
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	820290
<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>	25
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/05/2009
<b>Telephone number</b>	

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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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