

Inspection date	30/01/2013
Previous inspection date	30/04/2009

The quality and standards of the early years provision	This inspection:	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 learning and development is continually enhanced through the childminder's excellent understanding of how children learn. Comprehensive observations and assessments of children involved in an extensive variety of activities ensures that their individual needs are known and met. This results in them gaining superb skills for the future.
- Children's safety is paramount within the home and when out and comprehensive risk assessments ensure potential risks are minimised. Older children are actively involved in completing their own risk assessments which compounds their understanding of keeping themselves safe, especially when out.
- Excellent communication with parents enables important information to be shared about their child's welfare and potential learning needs. The childminder actively seeks comments from parents about the care provided enabling her to take effective steps to continually enhance the care she provides.
- The childminder is committed to continually develop her own personal development. She effectively monitors her own professional development and accesses an excellent range of training courses enabling her to continually develop her knowledge of childcare. Through this she enriches experiences for children in all areas of learning.

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-minder to look at documentation, learning journals and parent's written comments about the care provided.
- The inspector toured the home looking at safety which is 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 1987 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works alongside another childminder in a village between Huntingdon and Peterborough, Cambridgeshire. The

whole of the house and rear garden is used for childminding.

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. The childminder 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 different materials and a variety of tools 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 promoted to an excellent level as the childminder demonstrates an exemplary knowledge of how children learn and develop. As a result, their progress in all areas of learning is promoted extremely well. Comprehensive assessments of children complement the information gained from parents regarding their child's starting points, which the childminder uses effectively to plan for further progress. The childminder has high expectations of the children in her care and introduces new teaching methods to enhance their learning. Her concise understanding of each child's stage of learning is supported by extensive written information and photographs which reflect the children's enjoyment. This detail is also shared with parents to ensure they are consistently informed and involved. The records reflect the excellent variety of self-chosen and adult-led activities children are involved in throughout the day which provide them with plenty of challenge and encourages their natural curiosity to learn.

Children's independence and confidence continually develops through making informed choices with regard to their play. Toys and equipment are maintained to a very high level and are appropriate for the ages and abilities of the children. Children make marks in a variety of ways in the sand tray, gloop, shaving foam and with pens and pencils. Their use of language is continually enhanced through the skilful questioning of the childminder and

the introduction of descriptive words such as soft, cold, squidgy and sticky. They use small tools for painting and cooking activities and use scissors when cutting various materials to gain excellent small muscle skills.

Children thoroughly enjoy lots of time outdoors benefiting from plenty of fresh air. They actively engage in watching the chickens in the garden, collecting the eggs which they use when cooking. Through lots of discussion children gain a clear understanding of the food cycle and where foods come from. Counting is introduced during planned activities, for example, weighing and measuring ingredients when making cookies. They pour flour and sugar into the scales, identifying the numbers that they need to stop at, measuring baking powder and counting eggs. They use language such as heavy, small, big and feel the texture of the mixture as they rub the ingredients together. Younger children enjoy stirring the mixture, moulding it, patting it and begin to develop their skills while using rolling pins to flatten the mixture ready for cutting.

Children thoroughly enjoy being active developing their physical skills using a wide variety of equipment and apparatus at the park, in the garden and at the groups they attend. They climb, learn control and coordination and use language such as over, under and through. However, children's sensory experiences in the garden are still developing to include more construction, for example, through the use of a variety of tools and materials to make dens. Children explore hibernation and which animals hibernate, for how long and why, using books to explore this further. Sensory experiences are in abundance when using the dark box using torches, flashing lights and balls that when bounced light up in many colours. This encourages lots of discussion relating to colours, shapes and the differences between light and dark. This also enables children to become comfortable with the dark.

Visual pictures, signs and toys reflect the world around them. Resources reflecting different cultures and beliefs are in abundance as children excitedly explore the different lifestyles of people around the world. Children engage extremely well in cultural events throughout the year which enhances their understanding of the wider world. They become familiar with different languages, seeing them in written form as well as speaking them and compare the similarities and differences between themselves and others. Children develop secure, trusting relationships with the childminder and their feeling of safety and security supports them exceptionally well in their learning. Effective, consistent praise and encouragement compounds children's confidence and continually raises their self-esteem which prepares them well for the eventual move to school.

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

Children settle gradually into the childminder's care and time spent getting to know each child supports them extremely well in the transition from home. Comprehensive information gained from parents enables the childminder to provide excellent care, taking account of their needs and that of their parents. Children's familiarity of the childminder's home is compounded as they take away booklets made by the childminder of the other children she cares for. Time spent looking at the pictures with their parents reduces any anxiety they may be feeling about separation and enables them to become familiar with

the other children they will see next time they visit. 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 skilfully engages in play and asks questions to encourage thought processes and the use of language. Through her time with them the childminder has developed an excellent understanding of their gestures and responds extremely well, for example, understanding when they are tired or hungry. Children learn to keep safe when using knives to cut the various fruits when preparing the snack and are supported extremely well where needed to enable them to continually gain confidence. Behaviour is excellent as children understand the boundaries that are in place and the childminder is an excellent role model, reflecting appropriate behaviour towards them and others. Children are very thoughtful to each other and show respect and care for each other. 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 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 independence when choosing their own play as toys are placed safely and at low level. Resources are plentiful and are extremely well maintained and clean. 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 with regard to safety and comprehensive risk assessments are in place for activities and outings. Robust routines within the home for testing smoke alarms and practising the emergency evacuation procedure ensure children are continually safeguarded. An evaluation of the drills ensures they remain highly effective and children's safety maintained.

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. Effective communication promotes consistency of care enabling other providers of early years 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 lots of experience in childcare and is proactive in developing this further. Through ongoing training and development she enhances her skills, ability and knowledge in the childcare field and cascades any new ideas and information to her co-minder which has a positive impact on the children. The safety and well-being of the children is a priority and children benefit from playing in a vibrant, safe, stimulating environment. Safeguarding children is paramount and the childminder demonstrates an excellent understanding of her role and responsibility in protecting children from abuse and neglect. Clear, concise written documentation is in place to support any safeguarding

issues and all contact details for the relevant agencies are accessible at all times. Policies are shared with parents to ensure they are fully conversant with the childminder's ethos of care.

Routines for planning and assessments are outstanding and supported extremely well 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 are actively involved in their child's learning as their views, comments and ideas are sought through a variety of ways and included in their learning logs.

The childminder's ongoing pursuit of excellence includes seeking the views and opinions of parents and children using her service which form a major part of her own self-evaluation of the service she provides. 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. This positively impacts on the already outstanding service provided for 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	258042
Local authority	Cambridgeshire
Inspection number	870655
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	25
Name of provider	
Date of previous inspection	30/04/2009
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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