

Inspection date	30/10/2012
Previous inspection date	25/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		1
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 provides a highly stimulating, very well resourced learning environment which enables children to make good progress through a range of interesting activities and prepares them well for school.
- The childminder skilfully provides support for children and knows when to allow them to direct their own play.
- Children learn about being active and healthy through wonderful outdoor play opportunities, such as growing vegetables, cooking and eating the healthy foods they plant.
- Children learn how to respect one another from the childminder who is an excellent role model. They learn good manners, how to share, take turns and care for each other.
- Children benefit from highly effective partnership working: parents praise the service they and their child receive and partnership working with external agencies and other settings that children may also attend is taken seriously.
- Children enjoy being cared for in a safe, secure, relaxed and friendly environment where their needs are superbly met.

It is not yet outstanding because

- Self-evaluation by the childminder does not take full account of the views of parents and children in order to bring about further improvements in the setting.

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 in the quiet room and kitchen, playroom and outdoor area.
- The inspector looked at children's observation records, a selection of policies, children's records and other related documentation.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector also took account of the views of two parents spoken to on the day, looked at the local authority reports and a parent survey.

Inspector

Deborah Hunt

Full Report

Information about the setting

The childminder was registered in 2010. She lives on the outskirts of Huntingdon, Cambridgeshire with her partner and five children. The ground floor of the home is used for childminding and there is an enclosed back garden for outdoor play. Access into and

out of the house is at ground level and there are downstairs toilet facilities. The house is built to facilitate disabled access. The house is within walking distance of local amenities, such as schools, parks and shops. The family has a pet cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with her partner who is also a registered childminder. The childminder currently has 12 children on roll. Five are in the early years age range and attend for a variety of sessions. Seven are school age children who attend before and after school and during school holidays. The childminder is open all year round from 7am to 7pm, Monday to Friday except for family holidays agreed in advance. The childminder supports children who speak English as an additional language.

The childminder is a member of the National Childminding Association (NCMA) and is an accredited childminder through the NCMA. She has completed the Early Years and Childcare Quality Framework. The childminder is a member of an approved childminding network and is currently in receipt of funding for nursery education places.

What the setting needs to do to improve further

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

- incorporate the view of parents and, children more effectively in the self-evaluation and use the information gathered to improve the provision for children and families.

Inspection judgements

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

Children make good progress in their learning and development with this childminder. She demonstrates a clear understanding of each of the seven areas of learning and oversees the planning for children's learning in this setting. The childminder has a folder for each child which includes a record of their starting points, new achievements and progress towards the early learning goals. Her interaction with children sensitively supports their developing knowledge and understanding. Children enjoy using a wide variety of resources. For example, as they arrive they are offered a stimulating range of dressing-up clothes. They dance and engage in role play, creating imaginative spaces as they announce that the settee has become their princess bed. This engages them in a fun-based active session until everyone has arrived. The childminder supports their play, engaging with them in conversation about the characters they have become.

The childminder's knowledge of each individual child and what their next steps in learning

are enable her to accurately guide each child's development. Children's interests inform planning and the childminder and her partner use their frequent quality interaction with them to support their progress. Their ability to skilfully observe children enables them to set precise next steps in children's learning. They incorporate their assessments with parental contributions, thereby, providing interesting activities that include children's different backgrounds and cultures. For example, children learn about the importance of Lent for one child's family.

Children's language development is given high priority. The childminder uses the Every Child A Talker (ECAT) tool to support their emerging ability to verbalise their thoughts and feelings. Relaxed, friendly dialogue throughout the day prompts children to engage in responsive, enjoyable conversation with the childminder. For example, at lunchtime, the childminder talks to them about the blackberry picking they did. Children excitedly recall this past event and join in conversation about the jam they made and who likes to eat it. She joins a toddler who begins to sing a newly learned nursery rhyme to support her developing understanding of these words. Children learn to speak and listen in different situations as they enjoy sociable mealtimes and take turns to talk. They learn that there are times to be quiet as they rest for a short while after finishing their meal, watching a film or reading a book. They delight in singing spontaneously during their play making up words and tunes.

Children respond well to the frequent praise they receive and clear behavioural boundaries in place provide structure in their day. The childminder's imaginative planning offers children diverse and varied experiences. Children, therefore, show the characteristics of effective, motivated learners. They know when it is 'their' day to visit the cinema with the childminder, and enjoy going with her to choose their own goldfish to go in the new raised pond. Their self-esteem is promoted as they name their chosen fish and they learn about caring for nature as they feed them.

Many exciting trips are planned and children are taken to venues, such as the chocolate shop and a country park. Frequent local walks provide many opportunities for learning. On walks to the local shop children learn about road safety and develop their awareness of risk. During cooking activities, they measure ingredients, count how many cookies they make and create pizzas discussing shape and size.

Children relish their involvement in the planning of the annual Halloween party, to which the whole street is invited. Many of their family members also attend. They create an impromptu 'congratulations' banner when a family member passes a driving test. Each child decorates one letter and the banner is posted up outside. 'Congratulations' is playing upon entering the room and the children join in with the singing. They revel in being part of this positive, inclusive environment.

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

The childminder develops extremely close, affectionate relationships with the children in her care. Many start at the setting as babies, with whom this childminder has a particular affinity. As they grow, secure in the robust attachment they develop, their confidence

blossoms. Children learn new skills extremely quickly under the childminder's care. For example, they soon stop using a dummy and begin to speak. Frequent praise and encouragement supports their emerging independence exceptionally well. They demonstrate how safe they feel as they move around the setting, exploring and investigating their inviting environment. A young child plays happily with a buggy and doll. The child tries to dress her and feeds her with a bottle, secure in the knowledge that the childminder is close by. Children demonstrate a wonderful affinity with the childminder, relaxed and happy in their environment. They all appear extremely settled and at home, enjoying the exciting and varied activities on offer.

Children learn about hygiene as the childminder ensures they wash their hands before snack and at lunchtime. She talks to them about ensuring they use the soap and water properly to get rid of the germs. Their understanding is further promoted by the hand washing poster on the door and through regular, associated informal conversations. The childminder encourages their understanding of mealtimes as a social occasion and chats to children as they eat. Children have fun making their 'smiley face' rolls with cream cheese, grated carrot, cucumber, cubed cheese and chopped ham. They learn the importance of healthy food as part of a healthy diet in this way and through regular fun cookery sessions. This week they make Halloween cakes which they decorate with orange icing following their colour of the week theme. They grow radishes, runner beans, carrots and tomatoes and enjoy harvesting and eating the crop. They stare in wonder at the pumpkin they plant which grows balanced on top of the fence. The childminder encourages children to develop their awareness of time as she recalls past events. For example, she explores with children what they did when they visited the fire station and prompts them with key words and ideas. Children respond eagerly telling her they saw the fire engine and dressed up as firemen.

Children are highly motivated to share and take turns as the childminder perceptively helps them develop these skills. For example, a group of children completing 'people who help others' puzzles take turns with support from her. They show care and consideration for a very young child who wants to join in and help find a space for her. The childminder's use of open-ended questions support their growing understanding of the roles such people play in their lives. The activity has added value through the lively conversation they enjoy, in which they discuss many topics.

Children behave extremely well and show true concern and tolerance for one another. They are worried when a child hurts themselves and gather round checking the child is not upset. They play co-operatively, helping each other with tasks in their play. For example, two children enjoy dancing and one shows the other a new routine they have developed. The childminder supports her effectively to show her friend the steps slowly so that she can learn. Two younger children develop an imaginary game with play horses, neighing and 'trotting' the horses round their imaginary stable block. The older child supports the younger one by offering resources and using vocabulary that is new to the younger child. In this way, children learn from one another and are ably supported to extend their learning by the capable childminder.

Parents speak very highly of the provision, praising the childminder and her partner for the progress their children make and the support they receive as a family. Families enjoy

many opportunities to join in activities arranged by the childminder outside of normal working hours. This means children experience consistency in their lives and such arrangements add the security they experience in this setting. Transitional arrangements are very good. Children go with the childminder to pick their older siblings up from school and become used to the building when they go in to collect them. In this way, they enjoy exercise in the fresh air and become familiar with the school environment. The childminder speaks with teachers at the school to enable her to support children in their learning at her setting. This provides added benefit to their progress at school. The childminder also seeks to liaise with other professionals as necessary to support children in need of additional input.

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

This childminder has a clear vision for the service she provides. Her passion for the children and families who use her service is apparent and she seeks to develop high quality care within a stimulating, homely environment. The childminder goes above and beyond for families and children and sees this as an integral part of her service. She offers very flexible care arrangements and will endeavour to fit them to individual family's needs. She supports families experiencing problems, for example, with behaviour management, or other aspects of their child's development.

Since registration the childminder has given serious thought to the development of the service she and her partner provide. Improvements made since the last inspection are good. A newly created conservatory is used as a dedicated playroom providing children with their own space within the home. The re-designed garden offers them a safe space in which they can be active and enjoy the fresh air. Together both spaces enable the setting to provide children with free-flow indoor and outdoor play. Training undertaken has been of benefit to the children in her care. Self-evaluation of the service takes place and is effective in supporting children's learning, development and care needs, however, the views of children and their parents are not fully utilised to bring about more focused improvements in the provision.

Relationships with parents are supportive, friendly and informal. Children respond well as this promotes a smooth transition to and from their parents care each day. Wider partnership working generally provides children with the support they need.

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
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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	EY407094
Local authority	Cambridgeshire
Inspection number	888878

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	25/11/2010
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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Piccadilly Gate
Store St
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M1 2WD

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