

<b>Inspection date</b>	24/01/2013
Previous inspection date	05/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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		2
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**

- There is a warm, welcoming environment in which children are secure, happy and confident to express themselves.
- Children are building attachments and bonds which promotes their well-being and independence.
- The childminder is calm and sets clear boundaries for the children's behaviour. Consequently, the children behave extremely well.
- The childminder ensures that the children are safe and is constantly vigilant while they are in her care.

#### **It is not yet good because**

- The childminder does not hold a current paediatric first aid certificate to fully ensure children's well-being is effectively maintained at all times.
- Observations and assessments are not suitably consistent in depth or breadth to build on children's starting points to ensure that they make the best possible progress in their learning and development.
- Self-evaluation is not sufficiently robust to clearly demonstrate how targets are prioritised and planned for in order to drive continuous improvement in children's 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 observed activities in the kitchen and adjoining playroom.
- The inspector and the childminder shared conversations at appropriate times throughout the inspection.
- The inspector looked at professional development records, a range of policies and other documentation.
- The inspector took account of the views of parents spoken to on the day, together with written testimonials.

## Inspector

Linda Bird

## Full Report

### Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three of her four children in the village of Whittlesford, on the outskirts of Cambridge, Cambridgeshire. The kitchen, adjoining playroom and the toilet facilities on the ground floor of the childminder's house are used for childminding. Children have daily supervised access to

local parks for outdoor play activities.

The childminder attends a toddler group and a soft play centre. She visits the local shops and the park and collects children from local schools. There are currently six children in the early years age range attending for a variety of sessions. The childminder is able to provide care on weekdays during term time and during the school holidays all day.

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

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

- obtain a current paediatric first aid certificate which is approved by the local authority and is relevant for workers caring for young children
- plan, observe and assess each child's starting points and progress across all areas of learning in relation to their age and stage of development and use this information to identify the next steps in learning.

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

- develop and review the self-evaluation process to identify and prioritise targets for improvement to progress children's learning.

### **Inspection judgements**

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

The childminder observes the children at play but her approach to assessment and planning and building on children's starting points is undeveloped. Consequently, the next steps in children's learning are not identified and they do not make as much progress in their learning as possible.

The childminder has taken the time to ensure that the toys and resources accessed by the children are safe and suitable for their age and stage of development. Children's independence is well promoted, as children make choices about what they play with. Parents appreciate the way that the childminder helps children to settle happily with her. The childminder uses a daily book to communicate with parents and provide feedback to them on their children's progress so they can be involved in their learning.

Children particularly enjoy playing with a game which involves rolling a dice, identifying the numerals in the dice and then placing the correct number of balls on a tray. They

concentrate on the task for a sustained period of time and enjoy discussing the game. The children are confident communicators and happily engage each other in conversation. The childminder interacts well with and listens carefully to the children to help them gain confidence in using new vocabulary and fostering their development in language and communication. The children are working comfortably within the typical range of development for their age. Children benefit from the one to one or small group learning and care they receive from the childminder.

The childminder takes the children on a weekly basis to a toddler group. The children experience a range of activities including painting, cutting and sticking, singing and listening to stories. These activities support the development of children's skills in expressive arts, in using media and materials and in developing early reading skills. The children are supported to acquire the skills and capacity to develop and learn satisfactorily. The childminder is committed to ensuring that the children are ready to use these skills when they start school.

The childminder takes the children out on a daily basis; they walk each day to the village school and shops, so they get regular exercise. They go to a soft play centre on a regular basis where they enjoy exploring and climbing. The children visit the local park where they can run and play on the swings and slide. Consequently, the children get plenty of opportunities to develop their physical skills.

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

Children show that they feel settled and at home in the care of the childminder. The childminder and children have warm and trusting relationships. Communication with parents ensures the childminder knows about and can respond to children's care needs. The childminder is calm and sets clear boundaries for the children's behaviour; consequently, they behave very well. They enjoy each other's company and play happily together. Children actively approach the childminder to join with them in their play. The childminder encourages and praises the children and in this way she is helping to develop their self-esteem and confidence.

The childminder is conscious of the importance of developing children's physical skills and keeping them healthy. The indoor environment is safe and spacious and children move around freely. The children get plenty of fresh air and exercise and this helps to promote their good health and well-being. The childminder talks to the children about food that is good for them, such as carrots and in this way she encourages them to eat a healthy diet. Children's safety is promoted through written risk assessments and through regular fire evacuation drills.

The childminder's regular outings to the toddler group and to the soft play centre help children to develop confidence and independence. This prepares them for times of transition as the children have positive experiences of mixing with a wider group of children and playing in a different type of setting. Therefore, the childminder provides appropriate support in developing the skills children need to manage times of transition successfully.

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

The childminder has an adequate knowledge of safeguarding procedures. She has undertaken training on safeguarding children and understands what to do should she become concerned about a child in her care. A range of policies and procedures are in place to promote the welfare and safety of children. The inspection took place following notification that the childminder did not hold a current paediatric first aid certificate. The inspector was provided with documentation from the local authority which confirmed that the childminder was booked to attend a first aid course. The childminder had therefore taken a first step towards meeting the requirements of the Early Years Foundation Stage statutory framework. This is a breach of requirements, although the likely impact on children is minimal as the premises are safe and secure and the childminder supervises the children conscientiously.

The childminder is experienced in working with young children and provides an appropriate range of activities for them which build on their interests. A varied range of age appropriate resources are available to the children and they are encouraged to make choices and to be independent learners.

Relationships with parents are strong and well established. A number of parents provided testimonials about the childminder's provision for their children, all of these are overwhelmingly positive. The parents stated that their children are happy, well cared for and any particular needs that the children had are met. The childminder has a clear understanding of her responsibility to work in partnership with other professionals to enhance learning opportunities. She has strong links with the staff at the local village school and is, therefore, well placed to liaise with the teachers to support the children as they leave her setting to start school. The childminder also has links with the local authority's early years development officer.

The childminder is committed to providing the best quality care and learning that she can. However, she is not yet evaluating the strengths and weaknesses of her provision through a planned self-evaluation process to identify ongoing improvements which will promote children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that an appropriate first aid qualification is maintained (Welfare of the children being cared for)(both parts of the Childcare Register)
- take action as specified above (Welfare of the children being cared for)

## 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>	222900
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	901846
<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>	3
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/08/2009
<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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