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|--------------------------|------------|
| <b>Inspection date</b>   | 19/03/2013 |
| Previous inspection date | 05/03/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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 effectively promotes children's learning through enjoyable activities that reflect their interests and abilities. Consequently, all children make good progress.
- Children feel safe and secure in the childminder's care, as a result, they play confidently and are interested, active learners.
- The childminder supports children's communication and language skills well through effective use of two-way conversations. This enables children to be well-prepared for the next stage in their learning.
- Partnerships with parents are trusting and strong. The childminder shares information effectively with parents so they are well-informed and involved in their children's learning achievements.

#### **It is not yet outstanding because**

- Resources that help children learn positive attitudes about each other's differences and similarities, such as, puppets, persona dolls, books and dressing-up clothes are not extensive.
- There is scope to improve use of the garden to enhance children's opportunities to look at changes in the natural world through digging, planting and growing.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the children and their interactions with the childminder.
- The inspector had discussions with the childminder at appropriate times during the inspection.
- The inspector sampled a range of documents, including children's records, policies and procedures and testimonials from parents.

## Inspector

Veronica Sharpe

## Full Report

### Information about the setting

The childminder has been registered since 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult daughters in Bar Hill near Cambridge. Minded children use the ground floor of the home and there is an enclosed garden for outdoor play.

The childminder is currently minding six children on a part-time basis, of these, two are within in the early years age range. The childminder walks to local schools and pre-schools to take and collect children. She offers her childminding service each weekday from 7.30am until 6pm all year round, with the exception of public holidays. The family has three cats and two dogs. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- support children's understanding of each other's differences and similarities by enhancing resources that show positive images of gender, language, religion, culture and special educational needs and/or disabilities
- enhance use of the garden to provide children with further opportunities to learn about changes in the natural world, for example, by growing plants, or taking care of flowers.

## Inspection judgements

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

The childminder plans a good range of challenging activities that reflect children's interests and meet their learning needs. She is skilled at interacting with them, and ensures they are ably supported during their play. Children enjoy the activities and participate with enthusiasm, which gives them positive attitudes that support them well for their future learning. The childminder makes regular observations of children's abilities and interests. She uses the information gathered effectively to plan and provide children with challenging and interesting activities. The childminder works closely with parents to find out about children's interests and abilities at home and shares her assessments with them so there is a mutual understanding of children's attainments. As a result, all children make good progress in their learning and development.

Children learn to be active learners and show high levels of independence and self-reliance as they move around the home and explore the resources. The childminder has a secure understanding of when to offer support and guidance, and when to sit back and let children try for themselves. For example, she supports a child to make a puzzle at their request, but enables them to build towers with building bricks by themselves. This gives children confidence to 'have a go' and take risks in their play. Children's language and communication is supported well because the childminder engages them in positive two-way conversations. She encourages them to recall things they have enjoyed, such as a recent visit to a reptile centre. Children initiate conversations readily themselves and talk confidently about their siblings and friends. This prepares them well for the next stage in their learning and their eventual move into school.

Children learn about letters and sounds as the childminder encourages them to share books and join in with singing and rhymes. They play matching games and recognise the words and numbers that link with the pictures. On shopping trips, the childminder helps children to make lists of the things they need, which effectively promotes a practical understanding of writing. Children access pencils, crayons and chinks independently and therefore, develop their early writing skills well. Children play imaginatively with a wide range of role play resources, for instance, they pretend to fill the toy kettle with water and remind the childminder, 'be careful, it's hot'. Resources support children's investigations of early technology well, with a good range of pop-up toys, electronic books and musical instruments.

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

The childminder provides children with a warm and welcoming environment, where they clearly feel safe and secure. She works closely with parents to settle children into the setting, so they are content in her care. Resources and activities are well-organised so children make their own choices and develop their independence. Children are encouraged to behave well through clear boundaries and lots of praise. Sharing games, such as matching cards, effectively help children to develop their ability to take turns and cooperate with others.

The childminder encourages children to develop healthy lifestyles and works with parents to ensure meals and snacks are healthy and nutritious. Children are regularly involved in cooking activities and show through their play they understand the importance of healthy eating. For example, they talk about the benefits of fruits as they pretend to cook in the play kitchen. The childminder further supports children's healthy lifestyles by taking them shopping to choose their own healthy snacks. Good hygiene is promoted well because the childminder is a positive role model; she provides children with clear explanations so they learn good habits, such as washing their hands after stroking the dogs. Active, outdoor play and frequent visits to local play areas and activity centres enables children to develop their physical skills in enjoyable ways. The childminder makes good use of her small garden to promote children's physical development, for example, they ride trikes, chalk on paved areas and scoop sand. However, opportunities for children to explore changes in the natural world through digging, growing and planting are not fully developed.

Children learn to keep themselves safe in practical ways, for instance, they help to tidy away their toys to avoid tripping. The childminder teaches children about safe ways to cross roads, and talks to them about playing safely on large equipment. Children show they understand their safety rules as they navigate stairs with care. All this helps to minimise risks to children. The childminder plays an active part in her local community and takes children to local library and varied activity and toddler groups. They go with her to school and pre-school to pick up their older siblings and friends, which helps them to become familiar with their future learning environments.

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

The childminder has a secure understanding of her responsibilities in meeting the Learning and Development and Safeguarding and Welfare Requirements of the Early Years Foundation Stage. She effectively keeps children safe because she has a good understanding of safeguarding issues. She regularly attends training to update her knowledge and has clear written procedures to follow in the event of child protection concerns. Risk assessments are conducted thoroughly so children play in a safe and secure environment. The childminder has effective emergency procedures in place, for example, she has well-formed links with other childminders nearby who can assist and care for children if necessary. This offers parents reassurance that their children's safety and welfare is given a high priority and fully maintained.

The childminder successfully evaluates her provision to ensure she meets all the legal requirements. Actions and recommendations from the last inspection have been suitably met and she has an ongoing commitment to further improvement. The childminder attends training regularly, such as first aid and workshops on the revised Early Years Foundation Stage Framework to effectively promote children's achievements. Parents complete satisfaction surveys frequently to verify her good quality service is sustained. She involves children in discussions about their interests so they have a real voice in planning their activities.

Parents indicate they are very pleased with the quality of the childminding provision. They write testimonials to support her and comment positively on their children's care and education. They say the childminder makes their children feel special and always considers their individual needs. The childminder tracks children's progress thoroughly to ensure they are meeting their developmental milestones. Activities are monitored and evaluated to ensure children make good progress across all the areas of learning. She works well with other providers to make sure children have consistency of learning across different settings, including school.

### **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 action. 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>     | 222036         |
| <b>Local authority</b>             | Cambridgeshire |
| <b>Inspection number</b>           | 818212         |
| <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>      | 6              |
| <b>Number of children on roll</b>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 05/03/2009     |
| <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, which are usually the childminder's 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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