

Inspection date

11/04/2013

Previous inspection date

27/05/2009

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 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

- Children are involved in a varied range of play opportunities and experiences that are age-appropriate and enable them to make good progress in their learning and development.
- Children form positive relationships with their peers and behave well; they learn to be kind to one another, to share and take turns.
- The childminder builds respectful and caring relationships with all children. This successfully increases their sense of well-being and promotes their emotional development.
- The childminder understands her role and responsibility in promoting the health and safety of the children. Safeguarding procedures are secure and the childminder successfully identifies and minimises risk in her home and on outings.

It is not yet outstanding because

- The childminder does not always provide sufficient opportunities for children to acquire basis skills in turning on and operating some information and communication technology equipment. Therefore, children's understanding of technology is not fully maximised.
- There is scope to improve information gathered from parents about their child's interests and achievements before they attend in order to further enhance the planning of activities.

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 conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor areas.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at the children's development records, planning systems, a selection of policies and procedures and children's records.
- The inspector discussed the childminder's self-evaluation.

Inspector

Ann Austen

Full Report

Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Cambridge, on the outskirts of the city centre. The whole of the premises and the rear garden is used for childminding.

The childminder attends local toddler groups and visits the shops and park on a regular basis. There are currently six children on roll. Three children are in the early years age group and attend for a variety of sessions and three older children occasionally attend during the school holidays. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- expand the educational programme for understanding the world by providing opportunities for children to acquire basic skills in turning on and operating some information and communication technology equipment
- devise ways to further encourage parents to share what they know about their child; this particularly relates to their achievements before they attend in order to further enhance the planning of activities.

Inspection judgements

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

Children enjoy their play and exploration and are developing the key skills needed for the next steps in their learning, including pre-school and school where appropriate. Ongoing observational assessments are used to find out and evaluate how well children are developing and progressing. The childminder subsequently uses this information to develop the activity planning based on the children's interests and next steps. She develops positive relationships with parents. Daily discussions, 'communication' diaries and the children's observation folders are effectively used to share and exchange information. However, there is scope for the childminder to develop procedures to encourage parents to provide more detailed information about their child's achievements at the start of the placement in order to further enhance the planning of activities. The childminder is aware of the requirement to provide parents with the progress check at age two and will

complete this where necessary.

The childminder supports and guides children in their chosen activities. She sensitively joins in the children's play, allowing them time to explore and develop their own play and ideas. For example, young children enjoy the involvement of the childminder as they play with the role play resources. She models pretend play well and asks the children, 'what shall we cook?' and 'please could you make me a cup of tea?'. As a result, children's enjoyment in their play is sustained. Young children show care as they pretend to be 'doctors' and give the dollies medicine to make them better.

The childminder develops children's language for communication through her ongoing discussions and interactions. Consequently, children increase their vocabulary and are able to express their needs, such as asking if they can go to the toilet. Children recite rhymes, such as 'Baa, baa black sheep' and 'The wheels on the bus'. They look at books for enjoyment and thoroughly enjoy listening to stories. Children concentrate, look at the pictures and respond to the childminder's appropriate questions. This successfully promotes their early literacy skills. The childminder encourages the children to count the number of candles on the birthday cake and introduces simple games which help them match, sort and name shapes and colours. This effectively promotes children's mathematical development. Children regularly socialize and develop further relationships with other adults and children during their attendance at local toddler groups and during visits around the local community. They light lamps to acknowledge cultural events, such as Diwali and create colourful pictures to celebrate the Chinese New Year. This effectively broadens children's range of experiences and their knowledge of a range of different people and communities.

Children's physical development is effectively encouraged by the childminder. For example, children bounce on the trampoline, negotiate the steps of the slide and manoeuvre wheeled toys in her garden. As a consequence, they are developing their control, balance and coordination skills. Children develop their manipulative skills as they learn to thread the cotton reels and manipulate the clay. They explore and experiment with a range of media through sensory exploration. For example, children feel the texture of the wooden items and shake the bell in the 'treasure box'. Children have opportunities to play musical instruments and they gain control of their bodies as they dance and sing. They enjoy investigating toys with flaps and simple mechanisms and learn how to operate them. However, the childminder does not routinely provide opportunities for children to acquire further basic skills, such as turning on and operating some information and communication technology equipment. As a result, children's understanding of technology is not always fully supported.

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

Children are settled and happy. They develop close bonds with the childminder, demonstrating that they enjoy their time with her. For example, they naturally include the childminder in their play and snuggle into her when they listen to a story. This increases their sense of well-being and promotes their emotional development. The childminder has an understanding of each child's background and requirements. This is because parents'

views about their child's care needs are sought at the start of the placement which ensures continuous and consistent care. For example, the childminder ensures that information is obtained about any known special dietary requirements and medical needs. This successfully supports transitions from the children's home into the childminder's care. Older children make appropriate transitions to other childcare provisions. This is because the childminder shares information about the children's progress and attainment levels.

Children are well cared for in this friendly, appropriately resourced and safe environment. They are taught to recognise dangers and the potential consequences of their actions. For example, children are taught how to cross the road safely, not to talk to strangers and to be aware that dogs can be dangerous. Children behave well. This is because the childminder discusses the reasons for boundaries and expectations and actively encourages children to share, take turns and be kind to one another. Children's confidence and self-esteem is raised because the children receive appropriate praise and encouragement.

Children's health and well-being is effectively promoted. They enjoy daily fresh air and are encouraged to be physically active as part of maintaining a healthy lifestyle. For example, children walk to the river to feed the ducks and build snowmen and make footprints in the snow. Although children currently have meals which are provided by their parents, the childminder works in partnership with parents to ensure all meals and snacks are balanced and nutritious. She reminds young children to regularly have a drink of water which ensures they remain well hydrated and comfortable. Children's independence and self-care skills are promoted as part of the daily routines. For example, children learn to put on their coats and shoes before they go out and wash their hands before snack. This is further enhanced by the childminder who effectively supports young children's feeding and toileting independence.

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

The childminder effectively promotes the safeguarding and welfare requirements of the Early Years Foundation Stage. An appropriate range of written policies and procedures are in place to support the effective management of the provision. The childminder understands her role and duty to protect children from harm. She has a good understanding of the indicator signs of abuse and is familiar with the procedures to follow to report concerns. The childminder supervises the children well and carries out regular risk assessments to ensure that the indoor and outside environment remains safe. Consequently, children move around safely and independently.

The childminder successfully monitors the educational programmes and the experiences required to help children make progress towards the early learning goals. In order to review and improve her practice the childminder attends regular training workshops and welcomes advice from the local authority development advisors. Self-evaluation, including asking parents for their comments about the care and learning provided, is also used to highlight successful practice and areas for improvement. For example, the childminder intends to further develop systems to record the children's observational assessment

information and to continue to attend training to expand her existing knowledge and skills. The recommendation raised at the last inspection has been met; partnerships with other providers delivering the Early Years Foundation Stage have now been developed and children benefit from enhanced continuity of care and learning.

The childminder builds and maintains effective partnerships with parents. This ensures that children's care is consistent and that their development is effectively promoted. Parents comment positively about the care and learning provided. They say that the childminder 'provides a warm, caring environment in which my child has thrived and grown in confidence' and that 'my child has thrived and blossomed under her care'. The childminder understands the importance of developing constructive relationships with other professionals and providers involved in supporting the children's care and education. Relevant information is exchanged to ensure continuity of care and learning for each child.

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

Unique reference number	222421
Local authority	Cambridgeshire
Inspection number	908169
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27/05/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

