

Inspection date	18/04/2013
Previous inspection date	24/06/2011

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's communication skills develop well as the childminder encourages them to extend their knowledge and understanding through her sensitive interaction with them.
- Children develop close and trusting bonds with the childminder who takes time to get to know their individual needs before they start by carrying out a home visit for every child. She gently encourages positive interaction between children and helps children form affectionate relationships with one another.
- Children enjoy daily activities in the fresh air and get to know their local area well as they visit different places of interest which helps them become familiar with their local area.
- Children are safeguarded because the childminder understands her responsibilities to keep them safe through risk assessments.

It is not yet outstanding because

- Guidance is not always used to full effect to enhance the learning opportunities for children to provide for their emerging learning needs, such as through extending creative resources.
- Information gathered through observation and assessment of what children know and can do, is not routinely transferred to formulate the summary for the progress check at age two.

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 activities in the childminder's lounge and main playroom.
- The inspector looked at children's observation records, a selection of policies and other relevant documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector also took account of the views of three parents who had provided written references for the childminder.

Inspector

Deborah Hunt

Full Report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in Huntingdon, Cambridgeshire. The downstairs of the childminder's house and the rear garden are used for childminding. The family have three dogs.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

The childminder works with an assistant. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except for Bank Holidays and family holidays. She cares for children who speak English as an additional language.

What the setting needs to do to improve further

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

- make better use of the available guidance to extend and enhance children's learning further to support the highest levels of achievement for all children, for example, by extending creative play resources
- transfer information gathered through the observation and assessment of what children know and can do when children are between the age of two- and three-years to inform the progress check at age two years.

Inspection judgements

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

The childminder has a good understanding of how children develop and learn through play. Children enjoy the wide range of activities on offer and make good progress in their learning. They flourish as the childminder carries out a home visit for each child because she considers it important to see them in their home environment. She encourages parents to tell her about their child at this visit, including information about their learning and development. The childminder uses these details to decide children's starting points and plan a varied range of activities in line with their individual interests to ensure they

make good progress. She carefully observes children as they play, noting their strengths and areas for development, which enables her to decide the next steps in their learning. Observations and assessments are completed by the childminder, however, best use of guidance documents, such as, Development Matters in the Early Years Foundation Stage is not made to support children's learning further. For example, by utilising the ideas in the document to extend learning and enhance the learning environment in readiness for children's changing learning needs. Parents are kept informed about their children's progress as the childminder regularly invites them to take their learning journals home and comment on them. Although parents are aware of their children's progress and as they approach to the age of three, the childminder has yet to transfer her knowledge of the children into the progress check at age two.

Children play in a well-organised environment where resources are child-accessible and of good quality. The childminder offers the very young children in her care good support in their learning and knows when to let them play undisturbed. For example, two young children try to complete the same jigsaw and the childminder skilfully intervenes to offer a second puzzle, thereby helping them learn to share and relate well to one another. She offers children different resources to challenge them and steps back, allowing them to explore. For example, a child who is bored with the building blocks is offered a little driver's wheel and shows curiosity and concentration as they explore how it works.

Children experience a wide range of enjoyable activities that help them make progress in the prime areas of learning. The childminder talks to them in a warm, friendly way, using age-appropriate strategies to help them extend their language skills. For example, she models new words, such as, 'moon' and 'star' to a young child as they complete a jigsaw and they repeat the words after her. Children develop confidence as the childminder supports them to take risks climbing on equipment at the park and receive praise and recognition when they succeed. Everyday routines and activities further support children's developing knowledge and understanding because the childminder understands how such activities can be used to support learning. They count as they sing number rhymes, explore numbers routinely during their play and count cars and birds on the journey to school. This ensures their mathematical skills are fostered well. Children's early literacy skills develop effectively as the childminder reads with them daily. She uses such times to offer children a quiet activity after eating or if they spontaneously request a favourite story. The local library story and rhyme time offers them further opportunities to explore books and play with musical instruments. The childminder extends activities, such as 'ten little men in their flying saucers' that they have read at the library, by offering the children colouring and craft activities to make their own space ships. Opportunities for children to express themselves creatively are good. They make Easter bunnies and baskets and enjoy trips to the local children's centre where they take part in messy play activities. There is scope to extend the range of creative play within the childminding provision, to further enhance children's learning. At a local soft play session, they love using the strobe lights and climbing equipment developing their sensory awareness and physical skills. The childminder enjoys taking the children out daily to different places in the local area, which helps them become familiar with where they live. They walk to a nearby pet shop where they enjoy looking at the animals and visit Hinchingsbrooke Park in the summer months where they have picnics and enjoy the freedom of the open space. Children are starting to learn about information technology as they use calculators during shop play and add up

the cost of their purchases on the electronic till.

Children make good progress across the seven areas of learning which means they develop the skills necessary to prepare them well for the next stage in their learning, including readiness for pre-school and school.

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

The childminder is committed to offering children individualised care which promotes their well-being and helps them feel secure. Children enjoy trusting, warm relationships with her which are developed through the thoughtful process she follows from before they begin attending her setting. She takes account of children's home learning environment, routines and individual needs, incorporating both into the experience she offers children. For example, she finds out about children's sleep patterns and how they like to be comforted so she can manage these basic needs in line with what they children are used to. In addition, settling-in visits are arranged to suit each family's needs, which supports children's transition into the setting.

The childminder's home is clean, well-organised and welcoming. A designated childminding room offers children a child-oriented environment within, which they can explore, learn and play with a wide range of good quality resources. The childminder provides children with a regular routine, which helps them to feel settled and offers them an interesting and varied week. For example, on specific days each week children visit different groups and the daily walk to school provides them with exercise and fresh air. The childminder considers it is important that they are physically active and also that they become familiar with where they will go to school. She cares for children in line with parents' wishes, but is also flexible to allow her to meet children's individual needs. For example, she recognises that a child who has had a disturbed night's sleep needs a longer daytime nap and snuggles up with a tired child who is unwilling to sleep to encourage them to rest. Children learn to behave well and develop good manners as the childminder provides them with clear, consistent messages. She acts as a good role model herself and is calm and appropriate in the way she manages them. Young children learn about good hygiene in fun ways. For example, the childminder plays a game with them as they clean their face and hands after eating. Her patient, child-centred approach means children are supported as they learn. For example, young children learn how to use unfamiliar resources and develop independence as she encourages them to try things for themselves. Children learn about healthy eating as the childminder grows tomatoes and cress with them for them to taste and explains how these foods contribute to a healthy lifestyle. She works closely with parents to ensure that the foods they provide are healthy and nutritious. Safety is given high priority as the childminder is vigilant about children's welfare. Gentle reminders help children understand about keeping themselves and others safe and they begin to develop self-control.

The childminder is fully aware of the importance of liaising with other professionals to ensure transitions to pre-school or school are smooth and children are fully supported. She has developed close working relationships with the local school and pre-school, liaising effectively with them to support children and offer them consistency in their learning.

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

The childminder has given careful thought to the organisation of her childminding documentation. She has worked hard to develop her understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. A comprehensive range of policies are in place to enable her to offer children a good quality service. The childminder's diligent approach to child protection extends to undertaking additional training this year to update her knowledge. Her policy and procedures are therefore up-to-date, showing current contact details and she knows what to do should she have any concerns about a child in her care. There are clear risk assessments, and the childminder carefully considers children's safety on outings because she risk assesses to identify hazards in the places they visit.

The childminder is proactive in her approach to training and has completed several courses since her last inspection, which have improved her practice in planning for children, for example. She also uses other sources of information to update and improve her practice and her self-evaluation is used to prioritise the order in which improvements are made, such as those to the children's learning journey records.

The childminder has developed excellent relationships with children and their families. The service she provides is flexible and she offers much 'added value' to the families for whose children she cares. For example, she sends photographs via text messaging to parents during the day and speaks to them to reassure them that their children are happy and safe. She ensures they see their children's learning journal records regularly and keeps them informed about their progress through the daily conversations they have. Additionally, she communicates with them by email and through the daily diaries sent home which ensures children receive consistency in their care and learning and means parents are fully informed. Children and parents are consulted and their views taken into account in developments to the setting, for example, through discussing the range of food provided for children with parents and agreeing changes to this to suit their children. Parents speak highly of the childminder and the service she provides. One parent states that her child 'loves coming to the Wow house!' and another says that her 'flexibility, reliability and love for my children has meant everything. There's no one else I would want to look after them'. Parents also value the family atmosphere in the home which their children become an integral part of during their time with the childminder.

The childminder is aware of the importance of developing links with other early years providers and has established good links with the local school, children's centre and pre-school to enable her to support children who attend and help them make smooth transitions.

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	222533
Local authority	Cambridgeshire
Inspection number	907605
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	2
Number of children on roll	4
Name of provider	
Date of previous inspection	24/06/2011
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, 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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