

Inspection date

Previous inspection date

06/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 clearly demonstrate that they feel safe in the childminder's home. They are confident to choose their own activities and enjoy looking at the alphabet flash cards and playing in the small ball pond.
- Children benefit from the childminder's secure knowledge of the Early Years Foundation Stage because she provides them with interesting activities that provide appropriate challenge to support their learning and development.
- The childminder works closely with the children's parents to ensure that individual needs can be met.

It is not yet outstanding because

- The childminder has not fully strengthened the opportunities for children to use the outside learning environment to help them learn about the world.
- Children's opportunities to continue to develop their communication and language have not been fully maximised to encourage them in developing their English through talking about their experiences and familiar people.

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 living room.
- The inspector spoke with the childminder at convenient times during the inspection.
- The inspector looked at children's assessment records, the policies and procedures and the self-evaluation form.

Inspector

Melanie Eastwell

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, her father, her mother who is also a registered childminder and one child aged 13 months in a house in Soham, near Ely in Cambridgeshire. The whole of the ground floor, one room on the first floor and the rear garden are used for childminding. She visits the shops and park with the children on a regular basis.

There is currently one child on roll who is in the early years age group and attends on a full-time basis. The childminder supports children who speak English as an additional language. She operates all year round from 6.30am to 4.30pm, Monday to Friday, except bank holidays and family holidays. 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:

- extend children's opportunities to further explore the outdoor environment. For example, by providing paintbrushes and water for them to make marks, windmills and streamers for them to investigate the effects of the sun and the wind
- extend the opportunities to enhance children's communication and language. For example, by making books of photographs that shows familiar events, objects, activities and people to encourage children to talk about their experiences their families and their friends.

Inspection judgements

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

Children enjoy attending this welcoming setting where they are provided with a good range of resources and activities that cover the seven areas of learning. The childminder demonstrates a good understanding of how to implement the Early Years Foundation Stage for individual children. For example, when children start attending she seeks information from their parents to find out what they enjoy doing at home. The childminder provides them with a range of toys and activities and observes how they play before planning further activities that are linked to their interests. She is aware of the requirement to complete the progress check at age two and has considered how she will

incorporate the current observations when the time comes to complete the summative assessment. Children are keen and enthusiastic to try out all the activities offered by the childminder and they respond to her in a positive way. This enthusiasm to find out and learn begins to prepare them for the eventual move to school.

Children enjoy exploring all the available resources. For example, they approach the childminder with the alphabet flash cards. The childminder comments on the pictures and pronounces the words clearly, which the child then repeats spontaneously. This positive interaction supports children's confidence to speak and extend their vocabulary. The childminder uses the Development Matters in the Early Years Foundation Stage to help her identify suitable next steps for the children. She ably supports young children with their personal, social and emotional development. For example, she develops their confidence with other children by visiting friends so they can get to know other children in small groups. During these visits she encourages them to engage with the other children through games such as hide and seek and this develops their confidence. The childminder knows the children well and is able to respond to their needs for changes to activities. She allows the children to lead the play and always responds when the children initiate an activity. For example, she willingly sits with them to look at books together. She involves numbers in the activity talking about, for example, 'how many eggs are in the nest?'. Children have regular opportunities to play outside, they use the childminder's garden and they visit the park and an indoor play centre. This supports their physical development. They have planted some sunflower seeds following a visit to the garden centre where they looked at the plants and selected the seeds before planting them at the setting. However, there is scope to expand on the children's curiosity and exploration of the outdoor environment through activities that help them learn about the sun and the wind.

Children who speak English as an additional language are well-supported by the childminder. The childminder seeks information from their parents, which enables her to promote their home language. For example, she asks parents for translations of words and phrases the children use regularly and then uses these to communicate with the children in their own language. She speaks to the children during their play and encourages them to speak to her in English. The childminder listens reflectively to them, repeating words back to them in order to consolidate their learning. There is scope, however, to extend child's communication and language through providing photographs that show a range of familiar things to prompt further speaking and conversations.

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

Each child's individual needs are managed effectively. The childminder finds out relevant information from home about any specific requirements to ensure that their needs are met. Before children start attending they are enabled to separate from their parents and settle in because the childminder encourages them to visit and spend time in her home. She keeps parents informed about their progress each day through verbal feedback and she is confident to raise any issues that may affect the children to discuss and resolve together. This partnership working and the childminder's commitment to build relationships where changes are discussed and decided together, promotes children's successful move from home.

Children are provided with activities inside and outdoors to contribute to their physical skills. They have space inside to be active and the childminder reminds them to be careful when they dance and skip around. Children demonstrate that they feel safe in the childminder's home. They are confident to choose their own play materials, they approach the childminder for cuddles, reassurance when they need it and they indicate clearly for items they want. Their continued good health is supported because the childminder stores the meals that are provided by their parents appropriately and ensures that any food that is to be served hot is thoroughly re-heated and allowed to cool. Children are encouraged to be independent when they feed themselves and they use a spoon and fork, they sit together to eat, which promotes a social occasion. The childminder follows effective procedures when changing nappies in order to minimise the risk of cross-infection.

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

The childminder provides a safe environment for the children in her care. She has risk assessments in place that are reviewed and updated as required. The policies and procedures in place underpin the childminder's commitment to keep children safe. All the adults in the household have the required clearances in place. The childminder is aware of the importance of following the Local Safeguarding Children Board procedures in the event of any child protection concerns and she demonstrates a good understanding of her responsibilities to meet the safeguarding and welfare requirements.

The childminder has effectively implemented the Early Years Foundation Stage for individual children and is monitoring the progress they make in an efficient way. She involves parents in their child's learning through keeping them informed through sharing photographs and verbal feedback and through encouraging them to share information about their child's progress at home. The childminder understands the importance of developing partnerships with other providers who may be involved with the children. This ensures a consistent approach for children's care and learning. The childminder reflects on her activity with the children and she has responded to their needs and made any necessary changes to her practice since she commenced working. She is keen to continue to evaluate her provision and she identifies her priorities for the future development of her service.

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	EY435834
Local authority	Cambridgeshire
Inspection number	810889
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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