

Inspection date	10/05/2013
Previous inspection date	13/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 has strong links with parents that very effectively support children's ongoing learning and development.
- Children benefit from a very well-organised play environment that supports their independence well and helps to ensure they make good progress in their learning and development.
- Children have strong bonds with each other and their childminder. They play happily together and their behaviour is good.
- The childminder has much enthusiasm for professional development and attends a broad range of courses and workshops that enable her to continue to offer a good quality learning environment for all children.

It is not yet outstanding because

- Opportunities to further enhance children's already good understanding of healthy lifestyles by enabling them to explore and handle different foods are not fully explored.
- Sensory-rich experiences that enable children to take time to see, touch, taste and smell are not so prevalent as the rest of the good quality learning opportunities.

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 during their play.
- The inspector spoke with the childminder about her childminding provision at convenient times during the inspection.
- A range of documentation was seen, including policies and procedures, risk assessments, children's personal information and their records of learning.
- The views of parents were taken into account through questionnaires and testimonials.

Inspector

Veronica Sharpe

Full Report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged 13 and 17 years in Witchford, Cambridgeshire. Children have access to all areas of the home except for the first floor bedrooms. There is an enclosed garden for outdoor play.

The childminder is currently minding 18 children in total, of these five are in the early years age range. Most attend on a part time basis. The childminder walks to the local school and pre-school to take and collect children. She attends local pre-school activity groups with the children and is involved in the running of some of these and the local childminding group.

The childminder offers her childminding service from 8am until 5.30pm each weekday all year round, with the exception of family and public holidays. Early and late starts are offered according to parental demand. The childminder is a member of the Professional Association for Childcare and Early Years. She holds a childcare qualification at level 3. The family has two pet cats, some tropical fish and exotic frogs.

What the setting needs to do to improve further

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

- enhance children's developing knowledge of different foods by involving them more in everyday practical routines that promote healthy lifestyles, such as preparing and serving their own meals and snacks
- extend children's opportunities to test their ideas and become absorbed in sensory-rich play experiences that are specifically tailored to their individual needs and interests, for example, gloop, play dough, sand, mud and water.

Inspection judgements

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

The childminder has a thorough understanding of how children learn through play and has good teaching skills. She provides a well-organised play environment, where children move around with confidence and select their own resources and activities with much enthusiasm. The childminder uses her considerable knowledge and experience effectively

to provide a broad range of enjoyable activities that help to ensure all children make good progress in their learning and development. This also prepares them well for their next stages in learning, such as school.

The childminder collects clear starting points from parents on placement and makes home visits that enable her to see the children in their own familiar environment. This gives her a good understanding of children's interests and abilities, which enables her to successfully plan for their learning needs from the outset. Children make their own decisions about what goes into their learning folders, so they play a positive role in their own record keeping. The childminder makes monthly assessments and shares them with parents so they understand how their children are making progress. Comments from parents are remembered and used to enhance children's learning experiences and promote continuity. For example, a parent noted their child was showing an aptitude for numbers, as a result, the childminder incorporated more number songs and rhymes into the daily routines.

Children develop their independence well due to the mostly plentiful and easily accessible resources and equipment. They enjoy accessing books and settle down on the floor to leaf through the pages. The childminder plans regular times to read to them and takes them to group story times in the village. As a result, they develop a love of books that promotes their future learning well. Children show good cooperative skills as they push each other along in toy cars, or help each other to use the seesaws and rockers. The childminder help children develop their language as she sensitively intervenes in their play and uses new words to encourage their understanding of size, shape or colour. She recognises children's achievements readily and offers warm praise, for example, as a one year old says 'see-saw' out loud.

Children show lots of healthy curiosity as they play; they peer under the rocker to see how it works, and laugh at each other as they knock over a tower of blocks to hear what noise it makes. They make marks on a white board with interest and experiment using both their left and right hands. The childminder takes children to local children's groups and regular events where they learn to socialise and make friends. They take part in charitable events, and find out about the wider world as well as their local community. Children visit places of interest to develop their understanding of the world, such as the garden of a well-known stately home, and take their magnifiers to look for flowers and insects. The childminder takes good advantage of spontaneous learning opportunities. For example, children who show an interest in shadows are encouraged to take photographs to record their learning experience. The childminder provides children with some opportunities to paint and explore colour and texture. Children make cakes, and enjoy gluing and modelling with tissue paper, boxes and card. The childminder takes children to numerous groups, where they enjoy a variety of sensory experiences that enable them to explore shape, colour and texture. However, these are not frequently planned for in the childminding setting. This means children have fewer opportunities to become thoroughly absorbed in messy activities that are specifically tailored for their individual needs.

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

The childminder works closely with parents to ensure she knows the children well and has a good understanding of their individual needs and routines. Flexible settling-in sessions give children a gentle introduction to this busy household so they develop a real sense of belonging. As a result, children play confidently together and show warm affection for the childminder and her family. This positive transition supports children well and gives them the confidence to look forward to the next move into pre-school, and, eventually, school. The childminder provides children with simple house rules and encourages them to learn positive, social behaviour. Consequently, their behaviour is good. Children of differing ages play happily together and clearly have strong attachments to one another.

The childminder offers children varied snacks and drinks and serves meals that parents provide so they are well nourished. They sit at the table to eat together and enjoy sociable and relaxed occasions that provide children with positive experiences of mealtimes. Children's participation in food preparation is mostly a part of planned activities, rather than as an everyday part of their daily routines. This means their practical opportunities to explore and learn about healthy foods are not fully explored. The childminder talks to children about healthy practices, such as cleaning their teeth and clear hand washing routines that are thoroughly adhered to. As a result, children develop a good understanding of health and hygiene, which effectively supports their future development.

Children show a very good understanding of safety and confidently risk assess their own environment. They know they need to look out for moving traffic, and understand the importance of following the childminder's instructions when they are out and about. Active, healthy exercise is promoted well because the childminder plans enjoyable activities that include visits to challenging indoor and outdoor play areas. Children go for picnics and enjoy country walks in their local area. Their physical skills are further enhanced because they regularly attend local dance and activity groups. Children develop their awareness of each other's differences and similarities as they talk about their home experiences. The childminder encourages them to play with a good range of resources that portray positive images of people in our society, such as, dual language books, small world toys and dressing-up clothes.

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

The childminder has comprehensive child protection policies, which are effectively shared with parents. She regularly updates her knowledge of safeguarding procedures by attending local authority training events. Consequently, she has a good understanding of her responsibilities to keep children safe. Clear records of any accidents or incidents further enhance children's safety. The childminder keeps her home clean and safe and effectively assesses the potential hazards to children, both in her home and on outings. Her particular attention to the safety and suitability of her home means children can move around freely. This enables them to grow in confidence and seek out their own learning opportunities.

The childminder has close working relationships with parents, which helps to ensure children's individual needs are effectively met. Parents are extremely positive about the

childminder and praise her for her honesty and attention to detail. Through written references, questionnaires and comments from their children's learning journals parents show they are very happy with the quality of the provision. They indicate they feel fully involved in their children's learning and that the childminder gives their children increasing confidence. The childminder has well-established links with other childcare providers, including the local school, and has secure methods to share information with them. Where appropriate, she shares and gathers information with other providers to inform the progress check at age two. This helps to effectively promote continuity of care and learning for all children as they move onto the next stage in their learning. The childminder has a wealth of experience supporting children with special educational needs and/or disabilities. She has good links with other professionals who support additional needs, such as speech and language, should this be required. This helps her to offer effective support to all families.

The childminder monitors children's development closely and provides parents with monthly assessments of their children's achievements so there is a clear understanding of continuing progress. She reviews the resources and activities regularly to ensure children's needs continue to be effectively met as they grow and develop. The childminder evaluates her provision diligently to ensure she continues to support children's needs as they progress in their learning. She consults with parents and children and takes into account the views of other professionals to identify improvements for the future. For example, she has attended training in speech and language to support children with additional needs, and has incorporated a new sleep area for babies.

The childminder has an enthusiastic attitude towards her own professional development. She meets with other childminders to share good practice and attends numerous training courses that help her to enhance the provision. For example, she has updated her knowledge of the revised Statutory framework for the Early Years Foundation Stage by attending workshops in supporting children's personal, social and emotional development and developing parents as partners. All of this contributes well to her ability to ensure all children make good progress towards the early learning goals.

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	222543
Local authority	Cambridgeshire
Inspection number	913258
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	13/11/2008
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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