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|--------------------------|------------|
| <b>Inspection date</b>   | 24/07/2013 |
| Previous inspection date | 01/06/2009 |

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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 understands the importance of promoting the health and safety of children in her care. She continually assesses and minimises risks to children, enabling them to use the downstairs areas and garden appropriately.
- The childminder places a high priority on helping children to acquire communication and language skills. She helps children to develop their language skills and supports children learning English as a second language to make good progress in their learning.
- Children build secure attachments with the childminder. This ensures that they are settled and happy in the provision.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.

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

- The childminder provides fewer opportunities for children to investigate the natural world by, for example, exploring natural objects and 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 activities in the conservatory.
- The inspector talked with the childminder.
- The inspector looked at professional development records, a range of policies and other documentation.
- The inspector took account of the views of parents from information provided by the childminder.

## Inspector

Linda Bird

## Full Report

### Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband on the outskirts of Cambridge. The whole of the property is used for childminding. There is a fully enclosed garden for outside play. The family keep goldfish.

The childminder is able to take and collect children from local schools and pre-schools. She takes children to the local park on a regular basis.

There are currently three children on roll; all the children are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. She is able to provide care on weekdays during term time and during the school 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:

- provide further opportunities for children to investigate the natural world, by exploring natural objects and planting and growing.

## Inspection judgements

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

The childminder is experienced at working with young children and has a good knowledge of how children learn and develop. She is skilled at promoting children's learning through interesting activities that engage children. Children's independence is successfully promoted as they are able to make choices about what they play with.

The childminder places an emphasis on developing children's speech. She ensures that she makes eye contact with children when she talks to them, in this way children listen and engage with what she is saying. She uses a wide range of opportunities to talk to children and to extend their vocabulary. A variety of attractively illustrated books are readily available to children and they enjoy looking at the pictures and listening to the stories. Children give a book to the childminder for her to read. The book has a puppet attached and the childminder uses this as a way engaging children with the language of the story. Children make the noises that the puppet makes. In this way she is supporting the children to develop an interest in and love of books. The childminder is skilled in

supporting children learning English as a second language to make good progress in their learning. She has tapes in children's home language and is able to say a few words herself. The use of children's home language in the setting helps them to feel comfortable and to know that their language is valued and respected. This careful teaching is helping to prepare children for further learning and for the time when they start nursery school.

Children enjoy playing with pushchairs and dolls. They play independently, carefully looking after the babies and placing them in their baby seats. The childminder intervenes appropriately and does so when children are unable to find what they need for their play. Children concentrate for extended periods of time and play happily. The childminder encourages and praises children and this helps to improve their confidence and self-esteem. Children are interested learners and the well-resourced play opportunities enhance their learning.

The childminder observes and assesses children's progress. This information is used to plan next steps and therefore to meet children's learning and development needs. The childminder discusses each individual child's learning and development with the parents; in this way parents are kept informed about their child's progress. The areas of learning are generally well planned for, but the childminder provides fewer opportunities for children to investigate the natural world by planting and growing and investigating natural objects.

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

The childminder knows each child very well. She exchanges relevant information with parents and so has a good understanding of each child's needs, interests and abilities. Children are helped to settle happily when they join the childminder's provision. The childminder praises and encourages children, in this way she is helping to develop their self-esteem and confidence. She is sensitive to their emotional needs and supports children to develop secure attachments to her. As a result, children feel safe in her care.

Children are encouraged to be independent as they can choose what they want to do and toys and resources are easily accessible to them. They learn how to keep themselves safe as they know what to do in the event of a fire. Children are very well behaved; this is because the childminder sets clear boundaries and communicates clearly with children. Children play and mix with a wider group when they visit the children's centre and join with another childminder and her children. These experiences ensure that children are well prepared for the next stage in their learning and for starting nursery.

The childminder is careful to ensure that children are supported to lead a healthy life style. She frequently takes children to the local park and they enjoy playing in the garden. This ensures that they get plenty of fresh air and exercise to promote their health and well-being. The indoor environment is spacious and children move around freely and independently. They enjoy having the freedom to explore their environment. The childminder is conscious of the importance of promoting a healthy diet and she ensures that children have a nutritious lunch of pasta, cheese and yogurt. Water is available at all

times.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and how children learn. She is a very experienced childminder and is, therefore, able to effectively meet the needs of young children. She monitors the educational programme to ensure that she provides a stimulating and enjoyable range of activities for children in her care. Children are encouraged to make choices and to be independent learners.

The childminder has well developed relationships with parents and she enjoys their confidence. Parents are able to share information about their children with the childminder. This close link makes an effective contribution to ensuring children's needs are met. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She takes children to the local children's, centre where they can engage in a wider variety of activities. She liaises closely with another local childminder and has well developed links with the local school and nursery.

The childminder has a good understanding of risk and supervises children carefully. A daily risk assessment is carried out of the areas where children play. Detailed risk assessments are in place for walks and visits to the shops and park. Locks are fitted to the kitchen cupboards that contain items that pose a danger to children. A stair gate is fitted at the bottom of the stairs to keep children safe. A policy for fire evacuation is in place and regular fire drills are carried out. In the event of a child protection issue the childminder knows what to do if she were concerned about a child in her care. She has a first aid qualification and has been suitably vetted to work with young children.

The childminder is committed to offering the best possible provision for children and looks to ensure that children learn and develop to their potential. She has carried out a self-evaluation of the setting and adjusts the provision to ensure that the needs of the individual children are met.

### **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>     | 222237         |
| <b>Local authority</b>             | Cambridgeshire |
| <b>Inspection number</b>           | 818217         |
| <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>  | 3              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 01/06/2009     |
| <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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