

## Inspection date

Previous inspection date

24/07/2013

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

- The childminder plans and provides a broad and well-balanced range of activities that enable children to make good progress in their learning and development.
- There is a strong partnership with parents that helps to ensure children's individual needs are effectively met.
- Children quickly develop secure relationships with the childminder and clearly feel happy and safe in her care.
- Self-evaluation is effective and helps to ensure the childminder is on track to deliver an increasingly good quality service.

### It is not yet outstanding because

- The childminder's garden does not fully extend children's understanding of change and life cycles, for example, through digging, planting and growing.
- The partnerships with other early years providers are not as robust as others to fully ensure the shared understanding of children's learning and development.

## 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 at play in the childminder's home and garden.
- The inspector looked at the parts of the home used for childminding.
- A range of documentation was examined, including policies and procedures, the childminder's self-evaluation and children's records.
- The inspector took account of the views of parents through questionnaires and comments in the daily diaries.

## Inspector

Veronica Sharpe

## Full Report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family, which includes two children aged one and five years in Cherryhinton Cambridge, Cambridgeshire. The whole of the ground floor, one bedroom for sleeping and a first floor bathroom are used for childminding. There is an enclosed garden for outdoor play.

The childminder is currently caring for two children in the early years age range on a part time basis. The childminder attends local toddler groups and activities at the children's centre. She visits the shops and park on a regular basis. She lives within walking distance of the primary school and pre-school. The childminder operates all year round from 7am to 7pm, Monday to Saturday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

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 operates all year round from 7am to 7pm, Monday to Saturday, except bank holidays and family holidays. The childminder is a member of the National Childminding Association.

### 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 outdoor play experiences to include greater opportunities for digging, growing and planting to extend their already good understanding of the world
- strengthen the partnerships with other early years provider in order to enhance the continuity of children's learning experiences where they attend more than one setting.

## 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 learn through play. She provides a varied and well-balanced range of activities that reflect children's interests and effectively meet their learning needs. The childminder interacts positively with children to

ensure they are ably supported and enjoy their play. She makes regular observations of their achievements so she can accurately assess and monitor their progress towards the early learning goals. Parents are closely involved and make regular contributions about their children's interests and achievements at home. This helps to promote the continuity of children's learning experiences. As a result, all children make good progress in their learning and development.

Children learn to be active learners as they explore the accessible resources and begin to move around the childminder's home by themselves. When they begin to walk independently the childminder gives them lots of encouragement and provides sturdy wheeled toys to support them and give them confidence. Children's communication and language is developing well because the childminder is skilled at engaging children in conversations. She comments on their activities and responds positively to their chatter. She is aware of the importance of children's early language, and encourages them to link words together and echoes what they say to reinforce their learning. Children have lots of opportunities to develop their creativity through songs and music. They are beginning to dress-up and play imaginatively, which the childminder supports well by offering hats, bags and shoes for them to explore. Children have easy access to a broad range of books to promote their future interest in literature. They enjoy looking through them and point to the characters in the story as the childminder reads to them.

The childminder uses numbers as she plays with the children, such as singing counting songs and counting out loud. She uses mathematical language when children play with pasta and sand, which helps children to develop an early understanding of size and quantity. Trips to country parks and wildlife centres enable children to find out about animals and insects in the wider world. They enjoy daily active exercise in the childminder's pleasant garden and have shady places to play in hot weather. They have good opportunities to explore natural materials, such as sand and water. However, they have fewer opportunities to develop their understanding of the world through digging, planting and tending seeds and plants to watch them grow.

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

Children settle well due to effective procedures that enable them to be gently introduced to the childminder and her family. The childminder works well with parents to ensure she understands children's individual needs and routines before they start. As a result, children are clearly comfortable in her care and have quickly developed secure, emotional bonds with her. They happily sit on her lap and seek her out for comfort and support. The childminder is kind and warm with the children; she shows them she enjoys their company so they feel a real sense of belonging. Children learn good behaviour because the childminder supports them equally as they play and encourages them to participate in sharing games. She has clear rules and boundaries that support positive behaviour for all children.

Children benefit from the healthy lifestyle promoted by the childminder. She ensures children have healthy balanced meals and snacks. She talks to parents about the

importance of healthy diets. This helps to ensure her food complements what parents provide and children thrive. Young children are encouraged to feed themselves to promote their independence and develop their physical control. The childminder is conscientious about good hygiene and is a good role model. She washes her hands in front of the children and talks to them about good washing habits, for example, as she cleans their hands before eating. Children benefit from active exercise every day. They go for walks to the park to play on large equipment and visit soft play areas. Indoors, children enjoy action songs and games to build their muscles and develop their sense of rhythm. Children enjoy active play in the childminder's garden, where they learn to use wheeled toys and catch and throw large and small balls. This also supports sensible risk taking so children learn how to be safe.

The childminder takes children to toddler and activity groups to build their confidence in larger social situations. She meets with other local childminders to encourage the children to develop relationships with others. This helps to prepare them for the next stage in their learning, including school. Children develop their understanding of their local community as they visit the library, or go to the greengrocer to buy fresh fruit and vegetables.

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

The childminder manages her childminding business effectively. She is well-organised and keeps paperwork easily available and up-to-date. Policies and procedures are shared with parents to ensure they have a good understanding of the provision. The childminder has a secure understanding of her local authority reporting procedures for child protection. She has attended safeguarding training and has clear procedures to guide her if she has concerns about a child in her care. All of this effectively promotes children's safety and welfare.

The childminder makes rigorous risk assessments of her home and garden so children play safely. She teaches children to be aware of risks outside the home so they develop a sense of their own safety. For example, she talks to them about the dangers of traffic. The childminder holds a current first aid certificate so she can provide appropriate treatment if children have an accident. The childminder has applied self-evaluation effectively so she can work towards enhancing her childminding service. She has sought the views of parents and observes the children to assess their changing needs. Her positive and flexible attitudes towards professional development give her a good capacity to improve the already good quality provision. Thorough assessments of children's development enable the childminder to effectively monitor the educational programme. This helps her to ensure all children make good progress and are prepared for their future learning experiences.

The childminder has developed very good partnerships with parents, who indicate they are more than happy with their children's care and learning. Two-way communication is effectively established through daily diaries and conversation, emails and texts. The childminder has some links with others who care for the children, such as other family

members. However, partnerships with other early years providers do not always fully support continuity of learning for those children who attend more than one setting. This means their learning is not complemented as well as possible.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY458145
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	902469
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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