

Inspection date

Previous inspection date

17/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The childminder is exceptionally skilled at imparting knowledge and understanding to the young children in her care. Her past experience as a teacher allows her to employ many transferable skills which benefit children and enable them to make excellent progress.
- Children's communication and language skills evolve rapidly through the importance attached to the spoken word which is interwoven into the structure of their day. They learn about the rhythm and musicality of language as they play and work together, take part in counting games, rhythmic activities, stories, poetry, rhymes and singing.
- The childminder helps children develop a highly positive sense of themselves, and others, as she helps them form positive relationships and develop respect for others. Children learn social skills in a range of situations and manage their feelings as the childminder role models appropriate behaviour.
- Children experience the joy of being outside and close to nature as they examine spider webs, watch the birds and use their senses in the herb garden. They relish the plentiful and varied opportunities they have to be active and interactive and develop their coordination, control and movement on regular and frequent exciting outings locally.
- A home visit is carried out for every child before they begin attending to enable the childminder to see how they play and learn in their home environment. This enables children to meet the childminder in a familiar setting and they flourish as a result.
- The childminder has a proactive attitude to continuous professional development which ensures that children receive superb teaching from a highly experienced and professional practitioner.

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, dining room and garden and carried out a joint observation with the childminder.
- The inspector looked at assessment information, planning documentation, evidence of suitability of those living in the childminder's home, the childminder's self-evaluation folder and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of one parent through the childminder's parent survey.

Inspector

Deborah Hunt

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 partner and child aged two years in a house in Cambridge. The whole of the ground floor and two bedrooms upstairs are used for childminding. There is an enclosed rear garden available for outdoor play. The family has a pet cat. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll in the early years age range who attend for a variety of sessions. The childminder operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and has completed the Early Years and Childcare Quality Framework. She receives support from the local authority.

What the setting needs to do to improve further

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

- develop further the already highly stimulating outdoor learning environment to offer children increased sensory opportunities, for example, by creating a mud kitchen.

Inspection judgements

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

The childminder has an excellent understanding of how children learn and develop which ensures they make the best progress possible during their time with her. Practice reflects the 'Steiner' approach to learning during early childhood. The educational programmes are, therefore, informed by the seasons and activities are closely aligned to children's interests and the next steps in their learning. Great attention is paid to the importance of transitions as children begin attending and move onto other settings or school, and also to changes within the rhythms of their day. For example, all children receive a home visit before starting and enjoy a number of 'play dates' with the childminder before their true induction begins. The childminder very much prefers parents to decide on the settling-in routine for their child, and works in partnership with them to ensure this is closely followed. The particular attention paid to children's individual personalities and preferred learning styles ensures they settle easily, quickly forming a secure bond with the childminder. Through conversations which take place during the settling-in phase, the childminder makes an initial assessment of each child. This enables her to set the next

steps in their learning. Astute observations of children as they play and learn enable the childminder to provide highly relevant activities and resources which support children to make rapid, consistent progress. Each child has a record of achievement and a daily diary is shared with parents. These documents are shared, together with regular progress reports, providing parents with ongoing feedback about their child's learning. Daily conversations, emails and texts provide additional means of communication. This enables the childminder to share photographs of what children have been doing with parents as well as offering ideas for learning within the home environment. She is also diligent about exchanging details from other settings children attend with parents to ensure children receive consistency in their learning.

Children's emerging language and communication skills are superbly supported by the childminder. Young children hear clearly pronounced words which come to life as they are used in context with their chosen play. The childminder reinforces their early understanding through repetition and they build confidence in their ability to speak. Children are encouraged to participate in conversation as the childminder shows delight at the new words they use and offers them enthusiastic praise. Children beam and show pride in their achievements. The childminder is careful to explain what she is doing throughout the day to promote children's understanding of the routines they follow. She makes up songs which they sing together to help children identify different times of the day. Through such initiatives, the childminder offers children an even greater range of vocabulary. Children link meaning to words as the childminder immerses them in a magical world of stories and books. Each day is punctuated by reading and children engage readily in familiar and well-loved favourite books. A wide selection is available to children for their spontaneous use which helps them learn to take care of and handle books at a young age. The childminder has joined 'Bookstart' to further encourage children's love of books and reading. Organisation of both indoor and outdoor learning environments offers children the opportunity to learn in a calm, well ordered and relaxed environment. Quiet music plays in the background and the childminder reflects this in her demeanour and interaction with the children.

The childminder provides children with a wonderful selection of high quality resources which she encourages them to use independently. She offers them time and space to make decisions in their play and learning, which increases their confidence and self-esteem. Children make choices and move freely around the designated areas delighting in all that is available to them. For example, they investigate the selection of boxes and containers that are attractively displayed on a low table. The childminder explains the purpose of each one and children select their favourite to transfer the farm animals they have been playing with into.

Full use is made of trips into the local area to extend children's knowledge and understanding in a number of ways. For example, a fire engine seen during a walk captures children's interest, and they cross the road to look at it and speak to the firemen. On their return, the childminder harnesses their enthusiasm by offering them a firemen puzzle. They colour in firemen and discuss the fire evacuation practices they carry out. During the quiet time they enjoy at the end of each day, the childminder reads them a story about a fireman which prompts discussion again about their outing that morning. Children have extensive opportunities to learn social skills through the many groups they

attend each week. The childminder is careful to seek out activities which offer added value to children's life experiences and is keen to help them mix with children they will go to school with. She takes children to sessions run by the local children's centre and children look forward to the active session they attend at the 'wiggle church'. The inclusive approach taken by the childminder extends to familiarising children with the rich cultural diversity that exists in our country. In the city in which the childminder lives, local outings provide an excellent way for children to learn in more natural way about the different ways in which people live. During 'scavenger hunts' children become familiar with nature as they search for leaves and cones, pebbles and twigs. They bring them home and create 'sensory bottles' with their findings, adding oil and water to food colouring and watching the magical patterns that form before inserting their natural objects. A 'scavenger tin' is also created in which the children store unused objects they have collected for later use. Through such diverse and stimulating activities children acquire the dispositions and attitudes of curious, enthusiastic learners. This arms them with the skills and dispositions needed in readiness for school or the next stage in their learning.

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

Children quickly form close, trusting relationships with the childminder as she is highly solicitous of their security and well-being. She attaches immense importance to the ease with which children settle into her care and pays much attention to individual needs and family wishes to ensure that this is achieved. For example, children bring in toys from home that are regularly changed to offer them familiar and loved items they can use throughout the day. Through the home visit the childminder carries out for each child, in-depth information is gathered. This allows the childminder to offer children highly sensitive and nurturing support as they settle in. Parents are closely involved in this process and the childminder works in partnership with them to reflect and complement home routines as much as possible.

Information gathered as children begin attending is wide ranging to ensure that the childminder can comprehensively ensure their welfare and well-being while in her care. Children's specific dietary and medical requirements are discussed which means the childminder can be assured she meets their individual care needs. This eases the transition for children from home into the setting. Healthy meals and snacks contribute to children's developing awareness of how to live a healthy lifestyle. The childminder helps children learn that meal times are social occasions to develop children's understanding. As they eat the childminder takes the opportunity to sort and count with children and offer them new tastes and textures. For example, for snack children enjoy cheese and grapes and meals cooked are freshly prepared each day. Cookery activities offer opportunities for children to explore weights and measures, as well as develop their manual dexterity as they pour, mix and share different ingredients.

The childminder considers each child unique and develops warm, responsive relationships with each of them. Children, therefore, feel appreciated, special and consequently love spending time with her. For example, as children wake after a daytime nap, they snuggle into the childminder who recognises they need reassurance and comfort until they are properly awake again. The environment is safe, stimulating and encourages children to

explore and investigate. They move around the available space confidently and know the routine of the day extremely well. Young children are developing an awareness of safety and how to keep themselves safe in age-appropriate ways. For example, the childminder helps them negotiate the step out of the door into the garden and children learn to take care around one another and to sit safely on chairs. In all necessary aspects the childminder provides children with simple explanations to help keep them safe ensuring they are aware of what they need to do. From their young ages, children are superbly supported to gain an understanding of behavioural boundaries. The childminder has undertaken 'ToddlerCalm' training to enable her to highly effectively provide for children of this age. This training helps practitioners understand a toddlers needs from a physiological perspective as well as understanding and balancing these with the needs of parents. The childminder also shares this training with parents of children in her care which they very much appreciate. Children learn to be kind and thoughtful towards one another as the childminder role models these behaviours. She does not believe children are 'naughty', rather that they are exploring their feelings and life experiences. She, therefore, manages their developing personality traits and behaviour accordingly. The childminder uses positive reinforcement to promote children's confidence and self-esteem. As a result, children are exuberant, happy learners who demonstrate very high levels of confidence.

Children of a young age confidently make their needs and wishes known and the childminder responds readily. For example, she recognises that a young child is becoming restless and helps children get ready for outside play. She encourages them to find their own wellington boots and asks who has the orange coat. Her enthusiastic praise for their efforts to dress themselves is reflected in the pride evident on their faces. Through such activities, children develop independence and their knowledge and understanding grows. They are excited and jump up and down in anticipation as they wait for the childminder to open the door into the garden. They spill out onto the garden, relishing the fresh air and freedom to run around. The childminder joins them and runs around with them chasing them and developing a game out of this. Children squeal with delight as they are 'caught' and scooped up into the air by the childminder. Green play dough is taken outside and children use the natural resources they have collected, or find in the garden, to create a farm landscape. These very young children become engrossed in the activity and the childminder extends their interest by offering them herbs they can add from the garden. A child plays with a purple pushchair and takes their 'baby' for a walk round the garden in it. The childminder helps them learn about colour as she asks if they would like a purple flower to go with the purple pushchair. Together, they select a flower and the child beams. However, there is further scope to improve the outside area to include more sensory experiences for children. The childminder adopts a fun based way of helping children learn as she makes up short songs using language in an interesting and comical way. For example, children sing during transitional times of the day, before hand washing, nose blowing and preparing to go outside. They enjoy 'Giggle time' when a child finds an activity funny and all laugh together spontaneously. Children have a superb time in the childminder's care as her sense of fun and lively interaction promote a positive and active learning environment.

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

The childminder has highly relevant and extensive experience which contributes to her outstanding management of her childminding setting. Prior to having a family, she was a deputy headteacher working with primary aged children and for a short time worked as an acting headteacher. Consequently, she brings many transferrable skills to her work as a childminder. She worked in a school within a deprived area, and therefore, has significant experience of how to manage safeguarding issues. A great deal of training has been undertaken in this respect and the childminder has worked extensively with external agencies in her previous role. She is, therefore, very clear about the procedure to follow in the event of any safeguarding concerns. A comprehensive policy is in place with all the necessary contact details should there be any concerns about a child in her care. Visitors to the home sign the visitor's book and children are never left unattended with anyone who has not been cleared. All adults living on the premises have been checked and hold current Disclosure and Barring Service checks. Parents sign to say they have read and understood all policies and safeguarding and child protection are discussed during the induction period. The childminder's understanding of how to keep children safe is exceptionally enhanced through her prior experience. By her own admission she checks everything twice to ensure she has not missed anything. Risk assessments and fire evacuation practices are carried out routinely and the childminder has a five star food hygiene award. She has registered with the Information Commissioner's Office and has a gas safety certificate for the property. The extensive lengths to which the childminder goes help ensure that children play and learn in a highly safe and secure environment.

Monitoring of planning and delivery of the educational programmes is exceptional. The childminder applies the same diligence to this as she would have done while teaching, as she is passionate about ensuring children make excellent progress in their learning and development. She places great importance on continuous professional development and has already undertaken training to further improve her already excellent knowledge of how children learn. Additional training is booked, demonstrating her commitment and proactive approach. Self-evaluation and self-reflective practice are skills the childminder brings to her role from her previous career. She is familiar with the need to critically appraise her own practice and involves children, parents and wider partners. She belongs to a local inspiration group, 'Romsey Inspirations', who meet to share and promote best practice in childminding in their local area. They strive for excellence in all they do and offer support to one another. This enables the childminder to see where her strengths and weaknesses lie from a number of perspectives and plan accurately for future improvements.

Although the childminder has not yet needed to work with additional agencies or services to secure timely interventions for children, she has significant experience in this area. Her in-depth knowledge of how to implement this when necessary is exceeded only by her understanding of how important this is for children, whatever their individual need may be. Partnership working is part of the ethos of the setting and the most important partnership the childminder feels, is with the child's parents. Parents state that they are 'very happy' with the childminder's care and comment that children 'display visible excitement' as they approach the childminder's house. They value the 'very comprehensive information provided' and the 'ToddlerCalm methods' that have been

shared with them by the childminder. Many positive comments culminate in parents saying they are 'very pleased' with the care and learning the childminder provides.

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	EY459628
Local authority	Cambridgeshire
Inspection number	906787
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

