

Inspection date

Previous inspection date

29/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, settled and have good relationships with the childminder and her assistants.
- Young children feel secure in the childminding setting because the childminder continues their individual, established routines for feeding and sleeping.
- The childminder understands safeguarding procedures, which helps to protect children from possible abuse and neglect.
- Children have daily opportunities to enjoy outdoor play, which promotes their physical development.

It is not yet good because

- The childminder does not maintain an accurate record of children and staff attendance, so that it is clear which children and adults are present at any one time.
- The childminder does not implement a programme of staff supervision and appraisal, to ensure that training needs are identified and assistants are supported in their roles.
- The childminder does not set, explain and maintain consistent limits for children's behaviour, with regard to what is acceptable language.
- Parents are not consistently encouraged to be involved in their children's learning and development in the childminding setting and at home.

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 lounge, the dining room/kitchen and the garden.
- The inspector spoke with the childminder and the assistants at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 16 and five years in a house in Littleport, Cambridgeshire. The whole of the property is used for childminding. There is an enclosed rear garden for outdoor play. The family has a dog, four cats and two rabbits as pets.

There are seven registered assistants, of whom no more than two work with the childminder at any one time. The childminder takes children to local toddler groups and activities at the children's centre. She visits the shops and park on a regular basis. Children are collected from the local schools and pre-schools.

There are currently 21 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. A childminding service is offered all year round from 6am to 7pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- maintain an accurate record of the hours of children's attendance and the names of the adults who look after them
- establish staff supervision and appraisal, to identify their training needs and ensure that they are supported in their roles.

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

- set, explain and maintain consistent limits for children's behaviour, with regard to what is acceptable language
- encourage all parents to be involved in their children's learning and development in the childminding setting and at home.

Inspection judgements

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

The childminder gathers useful information from parents when children first attend her childminding setting. This helps to give her an awareness of children's starting points. She observes children as they play and evaluates these to identify the next steps in children's learning. As a result, she is aware of where each child is in their learning and development and what she needs to do to move them on. However, the childminder does not sufficiently encourage parents to remain engaged in their children's development and learning, in the childminding setting and at home. For example, although parents know where to find written records about their children's learning, they do not often look in them or contribute to them. The childminder is aware of the need to carry out the progress check at age two and has implemented this check for children of this age. The check has been shared with parents.

Children are encouraged to express their own preferences and interests and are supported by the childminder to participate. As a result, even very young children play confidently with the toys and resources. The childminder responds well to children's interests and helps them to develop the key skills needed for the next stage in their learning, such as moving on to school or nursery. Younger children confidently explore the environment, knowing that the childminder and her assistants are nearby. They seek out adults to share experiences, enjoying a game of football and kicking the ball confidently. Children develop good physical skills and enjoy playing in the well-resourced garden where they access resources, such as climbing equipment, ride-on toys, bikes and balls. Children pedal bikes confidently and are able to stop, start and change direction. Older children readily 'give younger ones a ride' and help them learn to steer to avoid obstacles.

The childminder responds well to children's interests. For example, she implements topics about the sea in response to children's interest in sea creatures. She provides a range of art and craft materials for children to create their own sea creatures and talks to children about what they are doing. She gives appropriate priority to the development of children's language and communication skills. When children are sitting at the table drawing pictures using felt-tip pens, she chats to children about what they are drawing and promotes conversation well. When younger children try to say a word or sentence she repeats it back to them so they can hear it said correctly. Children are supported to listen to each other and take turns in conversation. As a result, they become confident communicators who have a good vocabulary.

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

Children develop good emotional attachments to the childminder and assistants because transition to being in the childminding setting is managed well. Children generally settle quickly, and those that do not are given one-to-one support by an assistant. Children are supported, to prepare them for the next stage in their learning and development, such as moving on to nursery or school. They are developing the necessary skills which helps

them embrace new experiences with confidence. Toys and resources are stored to enable children to choose what they want to play with, promoting their independence. They confidently ask for anything that is not out.

Children's behaviour is managed satisfactorily. Unwanted behaviour is managed appropriately, taking into account children's age and level of understanding. The childminder does not shout at children. A clear policy is in place for behaviour management that is shared with parents and assistants. The childminder does not always provide clear guidance to children about what is acceptable behaviour. This is because when older children use inappropriate language to younger children they are not consistently reminded that some words are not suitable for use in the childminding setting. Despite this, children do behave well and play harmoniously together. Even very young children seek out others to share experiences. Good behaviour and individual efforts are valued and praised.

Children's health and care needs are managed well. A 'no smoking' policy is in place to ensure that parents and assistants do not smoke on the childminding premises. Children learn about the importance of good personal hygiene. They readily wash their hands before eating and after toileting. Children's dietary needs are met jointly with parents, as they provide some meals for their children. The childminder provides snack for children, including fruit and cheesy biscuits. Children are encouraged to be active, further promoting a healthy lifestyle. They have daily opportunities to be outdoors. They are taken on outings into the local environment and visit facilities, such as the shops, bank, toddler groups and playground. Children walk to school and back each day. When going on outings, the childminder ensures that she takes drinks with her so that children are able to rehydrate while they are out. The childminder talks to children about road safety when they are on outings and regular routines, such as practising the emergency evacuation procedure, helps ensure that children know what to do to keep themselves safe.

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

The childminder understands her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. However, she does not maintain an accurate record of children's attendance as legally required. She records children's contracted hours rather than the times they are present. Staff attendance is not recorded. This means that the childminder is not able to accurately identify which children and staff are present at any one time which is a failure to fully meet the requirements of both the Early Years Register and the Childcare Register. The childminder has not notified Ofsted of changes to the names of the assistants working on the premises, but she is now aware of the need to do this in future. A record is maintained of visitors to the childminding setting. Visitors are supervised at all times, to help safeguard children. The childminder and assistants are aware of the signs and symptoms of abuse and know how to report concerns. This ensures that the best interests of children are met if there is a safeguarding concern.

The childminder recognises the benefits of self-evaluation. She evaluates her childminding practice and has identified areas for improvement. An action plan is in place that is reviewed regularly to monitor progress. The childminder works with assistants. She shares her policies and procedures with them, to ensure that they are aware of their roles and responsibilities. However, the childminder does not carry out supervision and appraisal of staff, in order to support them and promote the interests of children. Despite this, the childminder and her assistants are committed to their own professional development. The childminder and one assistant are nearing completion of a relevant level 3 qualification and another assistant is studying for a level 2 qualification.

The childminder has friendly and trusting relationships with parents. She finds out about children's individual care routines and implements these to promote continuity of care. Parents report that they are happy with the childminding service that is provided and are confident that their children are cared for in a safe and nurturing environment. The childminder talks to parents daily to share information about their child's day. She is confident to support children with special educational needs and/or disabilities. The childminder is aware of the importance of working with other professionals who provide care and learning for the children. For example, she has experience of working with physiotherapists, and implementing strategies suggested by them, to support children's development and well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after and their hours of attendance (voluntary part of the Childcare Register).

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	EY429877
Local authority	Cambridgeshire
Inspection number	933944
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	21
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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