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|--------------------------|------------|
| <b>Inspection date</b>   | 19/09/2013 |
| Previous inspection date | 17/10/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 3 |
| 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 and relaxed within the warm and welcoming environment. This helps them to settle quickly and enjoy their time with the childminder.
- The childminder uses consistent and clear boundaries for children, so they develop a good understanding of acceptable behaviour.
- The childminder has daily discussions with parents about their children's care and development, so that any changes in routine are quickly adopted into the childminding day.

#### **It is not yet good because**

- Daily attendance records do not include the actual hours that children attend. This does not promote their safety in an emergency.
- Children's learning is not evaluated sufficiently to ensure that the activities provided effectively support children's progress towards the early learning goals.
- Self-evaluation does not show how developments and changes to practice improve outcomes for children.
- Details of children's learning are not shared with other providers to support continuity of care and learning.

## 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 talked with the childminder about her practice.
- The inspector observed children at play and discussed her observations with the childminder.
- The inspector looked at the documentation, policies and procedures available at the inspection.

## Inspector

Anne Archer

## Full Report

### Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three adult children and a younger child aged 15 years in a house in the village of Waterbeach, north of Cambridge. The ground floor rooms of the childminder's house are used for childminding and there is an enclosed rear garden for outside play. The family has a pet cat and a dog.

The childminder visits the local shops and parks on a regular basis. She collects children from the local schools and pre-school. There are currently eight children on roll who attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- include children's actual times of attendance in the daily record of attendance to ensure their safety in the event of an emergency
- evaluate children's learning and progress towards the early learning goals regularly, so that any gaps in their learning can be supported.

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

- evaluate the childminding provision making it clear how developments improve outcomes for children
- share information about children's learning and development needs with other providers to better support continuity of care.

## Inspection judgements

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

Children are happy to attend the childminder's home and enjoy their time in her care. The childminder obtains relevant information from parents about their children's likes, characteristics and capabilities. She uses this information to provide appropriate toys and

activities, which interest children and support their development and learning. The childminder interacts well with children, sharing her time effectively between them. For example, she makes sure that older children have all the resources they need to play their game with fairies, so that she can spend individual time with each of the younger children. Children who can walk or crawl have easy access to the toys and can help themselves. The childminder sets out toys on the floor where children are sitting for those who are not yet mobile, so they are encouraged to stretch and reach for whatever takes their eye. The childminder has, in the recent past, carried out observations of children as they play and maintained a record of their progress. However, she is not doing this for children she is currently caring for. This means that she is unable to effectively evaluate their learning and their progress towards the early learning goals.

The childminder talks to parents daily. She shares information about what children have been doing while in her care. Parents' comments about what children do at home keep her aware of any achievements or new experiences they encounter. This practice supports some continuity of care. However, the childminder is not assessing current children's achievements, so that valuable information can be passed on to children's new carers when they move on. This means continuity is not supported as well as possible. The childminder interacts warmly with children and gives them positive attention. She fosters their language development appropriately by listening carefully to what they say and by speaking clearly to them in response. For example, children play with a set of fairy toys and the childminder helps them to remember the fairies' names. The childminder supports children's play in any way she can. When two children decide they would like to have a picnic with their fairy friends, she quickly finds a blanket to put on the floor. She helps younger children to navigate the play tunnel and plays peek-a-boo with one child who bravely crawls into the tunnel entrance.

Children go on regular outings to the park. With the childminder's help, they learn to walk safely beside the buggy and know when to wait until it is safe to cross a road. Once in the park, children enjoy using the play equipment, mindful of the boundaries set by the childminder. On their walks, they talk about whatever they see that takes their interest. Children enjoy handling books by themselves and also the interaction as they snuggle up and listen to stories together with the childminder. They listen well and older children offer opinions about what happens next. When children start to squabble about which book to read, the childminder quickly distracts the child asking for the 'chicken book' by asking 'what do the chickens give us to put in our cakes?' This develops into a conversation about the baking activity planned for the afternoon. Children show they are developing an understanding of number as they share out the fairy toys saying, 'three for you and three for me'.

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

The childminder provides a warm and welcoming environment. She knows the care needs of children and acknowledges and values their individual personalities. This builds children's self-esteem and confidence and promotes their personal, social and emotional

development. The childminder works closely with parents to ensure children's needs are met and they are secure and confident within the childminder's warm and affectionate care. They are encouraged to be appropriately independent in their self-care. For example, although supervised walking through the kitchen, a three-year-old can competently complete her toileting without supervision. Children's behaviour is well supported. The childminder provides lots of praise which children respond to well. When a child becomes frustrated, the childminder adeptly distracts them in a way they understand. Children learn to share and take turns. They interact freely with each other and settle easily beside the childminder to look at a book together, demonstrating that they feel secure with her.

Children learn to keep themselves safe. The childminder gives gentle reminders about how to stay safe in the home, pitching her instructions appropriately to children's level of understanding. For example, when a smaller child joins two children in the tunnel, the childminder reminds them that one child is younger and therefore, they must be careful. When walking to the park or the shops, the childminder uses the quieter roads to teach children how to cross the road safely. When walking beside busier roads, children not in the buggy hold onto the side or walk hand in hand in front. The childminder has a varied range of toys and equipment to suit all ages. She is happy to borrow equipment when necessary to ensure she has everything to meet children's needs.

Parents provide the food for children's meals with the childminder providing healthy snacks in the morning and afternoon. Children are reminded to take regular drinks, so they do not become thirsty. Children in need of a sleep, do so in a buggy or on the settee depending on their age and size. The childminder encourages children to have a rest so they do not become over-tired. Children are emotionally supported as they transfer to their next stage of learning as the childminder talks to them about what will happen. They learn to socialise with other children when they and the childminder meet up with another childminder and children she cares for.

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

The childminder has a satisfactory understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She clearly understands her role in child protection and has local referral details should she have concerns about a child in her care. The childminder understands that any changes to her household or working practices must be notified to Ofsted. Children are kept safe and their well-being is suitably promoted. The childminder's home is secure and safe and risk assessments help to identify and minimise hazards. Before taking children on outings, the childminder considers any potential risks or hazards and takes appropriate action. For example, she teaches children about road safety, she also ensures she remains within ratios.

An adequate range of policies and procedures is in place to support children's welfare. The childminder maintains appropriate records, although, her attendance register does not

include the times children are with her. This means requirements are not met on both registers and children's safety is potentially compromised in an emergency. The childminder builds positive relationships with parents. She provides a flexible service and communicates with parents about their children's welfare needs. They can see her policies and procedures and she updates parents regularly, usually through conversations at pick-up times. The childminder has no cause to work in partnership with any external agencies at the moment, but she is aware of the requirements for information sharing if and when the need arises to support children's particular needs.

The childminder reflects on her childminding practice and is aware of her strengths and weaknesses. However, when evaluating her provision, she does not routinely consider the impact changes have on children. Recommendations made at the last inspection were, at the time, considered and acted upon. Unfortunately, as this report shows, some of those improvements have not been maintained. As a result, children's progress is not assessed and evaluated sufficiently to ensure they are meeting their full potential and are prepared for the next stage in their learning.

### 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:

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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | 258122         |
| <b>Local authority</b>             | Cambridgeshire |
| <b>Inspection number</b>           | 936154         |
| <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>  | 8              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 17/10/2011     |
| <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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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