

## Inspection date

Previous inspection date

05/11/2013

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 teaches young children the basic skills they will need to support their future learning well. She thoroughly understands how the children in her care learn best and what their interests are.
- Children are cared for in a safe environment. The childminder has a good understanding of child protection issues and thoroughly risk assesses anywhere and everything that children may come into contact with. She then takes appropriate action to minimise any potential risks or hazards.
- The childminder is well organised. She knows how to manage the business side of her provision to ensure that documents and records are kept up-to-date and that the security of the setting and the children are maintained. She is constantly reflecting on her practice to enable her to provide the best possible care and learning for the children.

### It is not yet outstanding because

- Partnerships with parents are not fully effective in securing continuity of learning and progress for all children.

## 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 engage in free choice play and taking part in planned activities and discussed these with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her household, the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the childminder's parent survey.

## Inspector

Anne Archer

## 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 husband in a house in the village of Little Paxton near St. Neots in Cambridgeshire. The ground floor rooms, one bedroom on the first floor and the rear garden are used for childminding. The family has a pet cat.

The childminder attends a toddler group and activities at local children's centres. She visits the local shops and parks on a regular basis and collects children from the local school. Children attend for a variety of sessions. The childminder operates on weekdays all year round from 7.30am to 6pm except bank holidays and family holidays. She holds a relevant early years qualification and has several years' experience working with children of all ages.

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

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

- enhance communication lines with parents further to encourage and enable them to support their children's development and learning both within the setting and at home to further secure children's ongoing progress towards the early learning goals.

## Inspection judgements

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

The childminder teaches young children the basic skills they will need to support their future learning well. She thoroughly understands how the children in her care learn best and what their interests are. The childminder allows children time to think about what she has asked them and then follows their responses up with supportive language or fetches additional toys or responses to enable them to follow the threads of their play. For example, she asks a child what they are doing when they fill a tray with shredded paper. The child continues playing by putting some dinosaurs in the tray and covering them with the paper. After a few moments the child says 'gone to bed'. The childminder repeats to the child 'you have put the dinosaurs to bed'.

The childminder observes children as they play and makes sure they are making progress across all areas of learning by tracking their learning in-line with expected developmental milestones. She does this to ensure that children gain the skills they need to be ready for the next stage in their learning, including school, and that any areas of concern are promptly addressed. Termly reviews of children's progress are shared with parents and a new electronic system has been introduced to aid this process. However, this system is

not fully effective to ensure all parents are fully involved in and can easily contribute to their child's development and learning. Children benefit from playing in an environment that is rich in opportunities for conversation and discussion. They are well-supported in developing their communication and language skills. The childminder talks with parents when there are potential concerns about development and offers advice and support. Books are easily accessible and feature prominently in the children's routine. They enjoy looking at books with the childminder and join in appropriately for their developmental stage.

The childminder teaches children about different types of music. She plays all types of music throughout the day, particularly at mealtimes, when the children are sitting quietly. There are a variety of musical instruments for children to experiment with and a recent addition is the childminder's upright piano. She has shown it to the children and they have pressed the keys and listened and talked about the sounds it makes. Children visit local groups with the childminder which enables them to socialise with children of a similar age and to play with different toys. They go on outings to local nature reserves and parks. This helps them to learn about the differences within their local environment and see small animals in their natural habitat as well as enjoy walking in the fresh air and appreciating the open spaces.

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

Children settle quickly with the childminder because she understands the importance of fully supporting the transition from home to her setting. Parents and children are invited to visit as often as necessary to ensure both are happy with the arrangements and the environment. There are warm and caring relationships evident between the childminder and the children that make the children feel valued and secure. Children's behaviour is managed consistently well. They learn to take turns and share and to be considerate to each other, particularly towards children younger than themselves. Children are treated respectfully by the childminder and thrive on the encouragement and praise they receive.

Children are cared for in a safe environment. Although children are encouraged to consider their own safety as they play, the childminder thoroughly risk assesses anywhere and everything that children may come into contact with. She then takes appropriate action to minimise any potential risks or hazards. For example, while a younger child is learning to walk, the childminder has covered the stone hearth in the lounge with cushions so that if the child falls it is not hurt. Children's personal care skills develop as they learn about the importance of hand washing. The childminder chats to them as they wait their turn to wash their hands at the basin before lunch.

The childminder takes into account children's dietary needs and preferences when planning and preparing meals and encourages them to try a small amount if they are reluctant, before moving on to something they are more sure about. For example, a child chooses the soft cheese in preference to the salty meat flavoured spread. Children's medical needs are known to the childminder. She holds a current paediatric first aid certificate and is confident to deal with minor accidents. Although she has not had to

administer any medications to children so far, she is fully aware of the requirements and has all the necessary consent forms and records.

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

The childminder organises her setting well. She has a qualification in early years at level 3 and has worked with children for several years although working in her own home is a new venture for her. The childminder has a good understanding of the requirements of the Early Years Foundation Stage and provides activities to support children's development in all areas of learning. She knows how to manage the business side of her provision to ensure that documents and records are kept up-to-date and that the security of the setting and the children are maintained. The childminder is constantly reflecting on her practice to enable her to provide the best possible teaching and learning for the children. One area which the childminder continues to develop is providing more varied opportunities for parents to contribute to their children's learning. She has started to use an electronic system, which she is still adapting so that it meets her particular requirements and will be convenient and efficient for parents to use.

The childminder has a good understanding of her role and responsibilities in relation to the safeguarding and welfare requirements. She has a thorough understanding of child protection issues and clear procedures for the collection of children and the use of mobile phones and cameras in her setting. The childminder makes parents aware that she works alone and that she and her husband have undergone suitability checks with Ofsted so they are assured of their children's safety. The childminder has all the required documentation needed for the safe and efficient management of her practice. Policies and procedures are shared with parents so they understand how her provision operates.

The childminder constantly reflects on her practice and takes account of any comments from parents and children. She participates in training with her local authority and has accessed some on-line training to further support her practice. The childminder understands the importance of partnership working and has established links with the local primary school to support continuity of learning for the four-year-olds in her care.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY459873
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	917683
<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>	5
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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