

Inspection date

04/12/2013

Previous inspection date

09/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Partnership working with parents is a strength in this setting. It enables the childminder to build positive relationships with families, providing the confidence needed to share knowledge and information relating to children care needs and the learning their achieve at home.
- The delivery of educational programmes, positive teaching methods and the range of resources support children's progress effectively.
- The childminder pays attention to safeguarding procedures and shares information relating to children's care needs, for example their dietary or medical requirements. Therefore, children remain safe and well cared for in her setting.
- The childminder's dedication to continuing her professional development, along with reflecting and monitoring the service she provides, is very good. This means that the children enjoy well-planned and executed learning activities and opportunities which take into account how young children learn and develop through play.

It is not yet outstanding because

- There is scope to build on teaching practice, in relation to expanding the use of open questioning with the children.
- There is room to extend partnerships with other early years providers in relation to expanding the sharing of information relating to identified next steps for learning, so that children's continuity of care is maximised.

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 spoke with the childminder and children at appropriate times throughout the inspection. Information from parents was shared via questionnaires.
- The inspector observed activities in the rooms used by the children.
- The inspector looked at a selection of policies, procedures and relevant documentation including evidence of suitability checks.
- The inspector carried out discussions with the childminder in relation to making observations of the children's play and learning along with looking at their development records.

Inspector

Lynn Clements

Full report

Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, two of whom are adults and one is aged 11 years. The family live in a rural village just outside of Saffron Walden, Essex. The whole of the ground floor of the childminder's house is used for childminding as well as upstairs sleeping facilities. There is a fully enclosed rear garden available for outdoor play. The family have a pet rabbit. The childminder collects children from the local schools and pre-school.

The childminder operates throughout the year. There are currently four children on roll in the early years age group who attend for a variety of sessions. On occasions, the childminder provides care for older children and/or siblings during school holidays. The childminder is a member of the Professional Association for Childcare and Early Years. She is registered by her local authority as an accredited childminder.

What the setting needs to do to improve further

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

- enhance the existing good practice in relation to teaching by expanding and extending the use of open questions with the children.
- enhance further the current good partnerships with other early years settings in order to share more information about children's learning in both settings.

Inspection judgements

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

Learning records are compiled by the childminder, who has a very good knowledge about the children in her care. Meetings are held with parents prior to placement enabling them to share with the childminder information about their children's achievements. This purposeful sharing of information enables the childminder to plan activities and opportunities which build on the children's interests and capture their curiosity. This supports them in developing positive attitudes and dispositions to learning. Parents are actively encouraged to take part in helping to identify and share learning that happens at home. In addition, they are involved in assessing the children's progress over time with the childminder. For example, parents and the childminder work in partnership, undertaking planned progress checks when the children reach two years of age.

The childminder has clear and effective systems in place to observe and assess the

progress children make on a daily basis. She knows where children are exceeding expectations for their age and where additional support is required to help them develop further or close any gaps in learning. Attention is clearly paid to helping the children embed their new understanding and skills. This means that they are fully supported in securing the knowledge they need for future moves to pre-school or school.

The childminder uses everyday tasks to introduce new learning activities for the children. For instance, at snack time they carefully pour out their drinks, making choices between fresh milk and water. This incidental learning opportunity is seized upon by the childminder, who knows, that the children are beginning to explore simple mathematical concepts. For example, they learn about volume and capacity, as they fill the empty cup right to the top, until it is full up. The childminder uses this opportunity further to extend and build on the children's growing vocabulary. For example, she introduces words to them, such as, measuring and pouring. Children demonstrate that they are confident to move around the childminder's home and make their own decisions about what they want to explore or play with. They choose their favourite story, bringing the book excitedly to the childminder. Together the children listen intently to the story. The children clearly enjoy this quiet and close time. They join in actions and repeated refrains, such as knocking on the door. The childminder encourages them to use the pictures as clues to what is happening in the story; this helps them to learn that print carries meaning. Children very much enjoy play dough, stretching, shaping and kneading with their fingers and hands. The childminder provides a good range of single handed tools for the children to cut and roll the dough. This helps them to learn and build on their existing coordination and physical skills. The childminder asks some open-ended questions to support children's emerging language effectively. However, there is room for the childminder to expand the levels of questioning she uses during activities. This is to build on her current good practice and support early language further, by helping the children to develop firm foundations which will support their use of higher-order thinking skills in the future.

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

Children are clearly confident and at home in the childminder's setting. They move around freely, making choices about what they want to explore or investigate for themselves. The childminder is kind and caring with the children and together they have clearly formed warm and secure bonds with each other. This ensures that the children are well prepared for their moves onto school. Partnerships with parents, in relation to sharing information about the care needs of their child, are very good. Relevant information is shared prior to placement enabling the childminder to plan in advance to meet individual care needs. For instance, if they need specific support or equipment, she can find out what is required and ensure that this is set up ready. This helps the children to feel settled and welcomed into her setting. The childminder has clear behaviour management strategies in place. These include the use of age-appropriate discussion. The children respond well to her calm and consistent approach and as a consequence they learn about boundaries and their behaviour is good.

Children learn about keeping themselves healthy. Discussions, encouraged by the childminder, mean that younger children are exposed to positive language relating to

different foods and drinks. The childminder is good at making the most of spontaneous learning opportunities. For example, walnuts she has ready for making Christmas wreaths, proves too interesting just to talk about. The childminder takes the time to sit with one child and together they spend time opening the shell to see what is inside. They find the funny shaped nuts, some of which they can eat. Another child arrives at the setting and joins the walnut investigations at the table. The childminder encourages conversation with the children, asking them about which ones are good to eat and which ones they think they should not eat. They use their senses, such as, looking, smelling and tasting, to investigate and help them decide. Together, they decide that the ones which have gone black or very dark brown within the shell are not good to eat. Snack time brings further opportunities for the children to investigate their developing likes and dislikes related to food and drink. During the visit they enjoy fresh fruit and have great fun, using child-sized teapots and cups. Children enjoy filling up their little cups over and over until they are no longer thirsty. The childminder turns the mundane task of drinking to remain hydrated, into a mini adventure which also helps children with their hand to eye coordination, in a fun and unique way.

Children develop their physical skills well. For instance, they take part in trips out and about to the local toddler group or baby yoga. These outings provide opportunities for them to develop their coordination and physical skills, using equipment and apparatus on a larger scale than is possible in the childminder's setting. It also enables them to learn about socialising with other children and adults along with learning about the world on their door step. Children learn to keep themselves safe. For instance, the childminder gently reminds them about sitting carefully on their chairs when eating their snack. The children talk about hot food as they make pretend meals for the childminder during the morning. The childminder extends their developing ideas in relation to being careful with hot food. She blows on the imaginary meal, talking with the children about cooling it down. The organisation of the setting provides space for the children to move freely. Child-height storage encourages them to develop and build on their self-help skills. Cushions and rugs provide a soft comfortable place for children to cuddle up and share stories or stretch out and enjoy small world play.

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

The childminder has clear knowledge and understanding about keeping children safe from harm. She undertakes regular safeguarding training and fully understands how to make a referral to the relevant authorities if she has a child protection concern. The childminder understands the importance about obtaining Disclosure and Barring Service checks for adults over 16 years, living in her home and has ensured these are completed. Children are never left unsupervised with visitors to her setting. Risk assessments are undertaken to minimise potential hazards in her home, garden and when going out and about with the children. There is a good range of relevant policies and procedures, along with required documentation. This attention to detail supports the smooth management of the childminder's setting and helps to promote positive outcomes for the children attending.

The childminder's attention to continuing her professional development is very good. Since

the last inspection, she has attended a wide range of pertinent training including successfully completing a National Vocational Level Three qualification in Childcare and Education. This clearly supports her practice and, therefore, the children in her care. This is because she has developed her understanding further about good quality teaching methods in order to build on and extend the children's learning and development. First aid training is maintained and this enables the childminder to offer the appropriate care to children in the event of an emergency or accident. Very good, ongoing reflective practice is undertaken by the childminder in order to monitor the educational provision offered. This practice enables her to evaluate the progress they are making. Self-evaluation procedures are effective and she is clearly able to identify the strengths and areas for improvement. Parents' and children's views are sought in relation to this. This makes sure that she continues to meet service user needs well.

Parents report that they trust the childminder implicitly. This is because the childminder works very closely with them. The two-way flow of information means that they are fully included in their children's learning and development within the setting. Partnership with other early years settings is good. The childminder works closely with staff from the local pre-school sharing clear information about the children's care needs. However, there is scope to enhance these further, for example, by sharing more in depth knowledge with the children's key person in relation to their next steps for learning.

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	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

Unique reference number	222415
Local authority	Cambridgeshire
Inspection number	866032
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/09/2009
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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