

## Inspection date

Previous inspection date

04/12/2013

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

- Children develop positive attitudes to learning and willingly participate in a range of challenging and enjoyable experiences throughout the day. As a result, they make good progress in their learning and development.
- Children are well cared for in this nurturing and supportive environment. They are respected as individuals, treated with kindness and their emotional security is given high priority.
- The childminder has a secure knowledge of child protection procedures and her responsibilities in the event of a concern about a child in her care. Therefore, children are fully safeguarded.
- The childminder maintains a safe environment. She successfully assesses and minimises risks to children, enabling them to play and move safely.

### It is not yet outstanding because

- There is capacity to use the outdoor environment more effectively, so that children extend their learning of the natural world, by having consistent opportunities to explore and investigate its features.
- There is scope for the childminder to further improve younger children's developing mathematical knowledge by supporting their early understanding of counting.

## 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 conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor area.
- The inspector spoke to the childminder at appropriate times throughout the observations and spent time interacting with the children.
- The inspector looked at children's learning journey records, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childminder and discussed self-evaluation.

## Inspector

Ann Austen

## 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 two children aged 17 months and eight years in the village of Hemingford Grey, Cambridgeshire. The whole ground floor and first floor of the house are used for childminding.

The childminder attends toddler groups and visits the park on a regular basis. She takes and collects children from the local school. There are currently three children on roll, two of whom are in the early years age group and 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. She is a member of the Professional Association for Childcare and Early Years.

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

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

- maximise the use of the outdoor environment to further support children's learning of the natural world by giving greater opportunities to explore and investigate its features
- enhance younger children's mathematical development by supporting their early understanding of counting.

## Inspection judgements

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

Children enjoy their time in the childminder's care and develop the key skills needed to prepare them for their next stage of learning, including pre-school and school where appropriate. This is because the childminder successfully provides a good range of interesting and challenging experiences that meet the needs of the children. As a result, children are motivated to learn and have fun. For example, the childminder promotes young children's small muscle development and hand-to-eye coordination by providing malleable materials, such as play dough, to roll and squeeze. The childminder obtains information from parents about each child's stage of development and interests. She subsequently uses this information to aid the settling-in and initial assessment process. In addition, the childminder successfully uses ongoing observational assessment to find out and analyse how well children are developing and progressing, and to plan the next steps in their learning. Parents are kept well informed about the activities their children take

part in, through the use of a daily communication book and regular informal discussions. In addition, the children's learning journals are available for parents to view at any time and they are invited to contribute to these with observations from home. This continuous exchange of information helps to support and extend children's learning and development. The childminder understands the requirement to complete the progress check at aged two, so that they are aware of children's development at this stage. However, at the time of the inspection the childminder has not yet been required to implement this in practice.

The childminder has a secure knowledge and understanding of how to promote the learning of young children. She sensitively joins in the children's play and is able to support, nurture and guide their learning. For example, the childminder supports young children to solve problems as they learn to fit the puzzle pieces together, and enhances their early literacy skills by reading stories and narrating rhymes to them. As a result, children enjoy looking at the illustrations and repeat familiar words. In addition, older children are encouraged to use their developing phonic knowledge to decode regular words and read simple sentences. Children's language skills are constantly promoted as the childminder chats and questions children's thinking and adapts her approach depending on the age and stage of their development. For example, young children who are just mastering language are encouraged to say the correct names for wild animals and to make their associated sounds. As a result, children enthusiastically 'roar' like lions.

Children's personal, social and emotional development is given high priority. They make new friends and learn to join in with others' play during visits to different toddler groups. Although children do not have access to a garden, they are regularly taken on walks around the local community and enjoy feeding the ducks. In addition, children access a range of challenging apparatus at the park. They climb, slide down the slide and play peek-a-boo in the 'fire engine'. However, the outdoor environment is not consistently used to optimise children's understanding of the natural world. For example, children have less opportunities to dig in mud and to plant seeds and grow vegetable and herbs. The childminder supports children to differentiate and name different shapes, and successfully introduces mathematical language, such as 'tall' and 'high', as the children build towers. However, she does not always support younger children's early understanding of counting. As a result, children's mathematical development is not always fully optimised.

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

Children feel at home and are respected as unique individuals. They clearly enjoy the childminder's company and are responsive to her support and reassurance. For example, young children cuddle into the childminder if they are feeling a little apprehensive and naturally include her in their play. This effectively supports their emotional security and well-being. The childminder takes time to find out about each child's preferences and routines at the start of the placement. For example, information is exchanged about any known medical needs and children's preferred comfort items. As a result, children settle well and make a smooth transition from their home into the childminder's care. The childminder is aware of the importance of preparing young children for their transition into other early years settings and reception class at school. From a young age children are encouraged to take responsibility and to develop their self-care skills. For example, they

are encouraged to help tidy away the resources and to independently feed themselves.

The childminder creates a stimulating and welcoming environment. Children have access to a good range of resources which are organised purposely to ensure that they are able to make independent choices in their play. Consequently, children are active learners. Children learn to cooperate and negotiate with their peers because the childminder implements consistent behaviour management systems, which take into account children's level of maturity and understanding. For example, young children are gently reminded to share and take turns with the resources. In addition, children's confidence and self-esteem are raised because the childminder regularly praises them for their good efforts and achievements. As a result, children persist at their chosen activity. Consistent routines and caring interactions from the childminder help young children feel secure and develop their confidence. In addition, the childminder actively supports children's understanding of dangers and how to stay safe. For example, children learn how to cross the road safely, why they should not talk to strangers and how to use play equipment in the park safely. In addition, younger children are safely strapped in their highchair and buggy to ensure their ongoing safety.

Children benefit from a clean, warm and comfortable childcare environment. They enjoy being physically active, have regular access to the outdoors for fresh air and exercise, and are able to relax and rest according to their needs. This effectively supports children's continuing good health and well-being. In addition, clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. From a young age children are actively encouraged by the childminder to keep themselves healthy. For example, pictorial signs remind older children to wash their hands after using the bathroom, and the childminder ensures that she helps younger children to wash their hands before snack. This sustains levels of hygiene and helps to prevent the spread of infection. The childminder provides a good range of meals and snacks, such as spaghetti bolognese, fish pie and fresh and dried fruit. She encourages children to try new foods and ensures they can access their drinks whenever they are thirsty, so they remain well hydrated and comfortable.

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

The childminder has a secure understanding of how to protect children in her care. She is aware of the different types of abuse and indicator signs, and is familiar with the procedures to follow to report concerns. A written policy is shared with parents, so that they are clear of the childminder's responsibilities in keeping children safe from harm. All adults who have regular contact with children are vetted for their suitability. The childminder maintains her conditions of registration and the number of children that she is allowed to care for, and supervises the children well. She successfully creates a safe and secure environment where children are able to move around freely and safely. The childminder conducts daily risk assessments and, as a consequence, steps are taken to ensure that hazards to children are kept to a minimum. For example, she ensures that hazardous substances are inaccessible to children in the kitchen and safe barriers are erected to prevent them from having unsupervised access to the stairs.

The childminder has a good overview of the educational programmes and the experiences required to help children make good progress towards the early learning goals. Planning and assessments are consistently monitored. As a result, the childminder has an accurate understanding of the children's skills, abilities and progress. Since registration, the childminder has worked hard to develop her childminding practice. She is professional in her approach and is enthusiastic and eager to develop her existing good skills and knowledge. For example, she has attended additional training, takes advice from other childminders and obtains support from local authority advisers. In addition, the childminder uses self-evaluation to monitor the quality of the provision, including asking the views of parents. Targets have been set for future improvement, although to date objectives are still to be fully implemented in practice. This therefore demonstrates a vision for the provision's improvement.

The childminder develops positive relationships with parents in order to support the children's continuing care and learning. Comments received from parents are complimentary regarding the care and learning provided. The childminder understands the importance of liaising with other health professionals to ensure appropriate interventions so that children's needs continue to be met. However, to date she has not been required to implement this in practice. The childminder builds constructive relationships with other providers who deliver the Statutory framework for the Early Years Foundation Stage. She regularly shares and obtains information in order to ensure children continue to receive consistent and complimentary care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY462943
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	922557
<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>	5
<b>Number of children on roll</b>	3
<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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