

Inspection date	11/12/2013
Previous inspection date	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 forms strong relationships with children, which gives them confidence to explore and develop their independence.
- Children benefit from a broad range of resources and enjoyable activities and play experiences. This supports their all-round development well.
- Frequent outings to local groups, parks and play areas effectively support children's understanding of the world, and their personal social and emotional development.
- The childminder has quickly developed her childminding business and has effective and efficient underpinning policies and procedures that help her meet her legal obligations well.

It is not yet outstanding because

- The childminder does not enable parents and carers to contribute fully to the initial assessments of their children's learning needs so their starting points can be more effectively analysed.

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 at play and their interactions with the childminder.
- The inspector looked at areas of the home used for childminding.
- The inspector examined a range of documentation, including policies and procedures, registers, accident records and the children's learning records.
- The inspector spoke with the childminder at convenient times during the inspection.

Inspector

Veronica Sharpe

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and two years in Soham, Cambridgeshire. The whole of the ground floor is used for childminding along with one bedroom on the first floor for sleeping. There is an enclosed garden for outdoor play. The family has a cat, a tortoise and some fish as pets.

The childminder attends toddler and activity group, and visits the shops and parks regularly. She collects children from the local schools and pre-school. The childminder is currently caring for 13 children, of these nine are in the early years age range. All except one who attends on a part time basis. The childminder offers her childminding service all year round except for two weeks at Christmas. The childminder 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:

- enhance the initial assessment of children's starting points by gathering more information from parents and carers about what their children enjoy and can do at home.

Inspection judgements

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

The childminder demonstrates good teaching skills and understands how children learn through play. She encourages children to choose what they want to do and has a broad range of resources to support their development. Children benefit from a good range of sensory experiences, such as play dough, shaving foam and jelly. They show delight as they squeeze dough through their fingers and make worms with a dough cutter. The childminder talks to the children as they play, and encourages them to vocalise their thoughts and ideas. She echoes the single words young children use, and links them with others to build on their knowledge of sentences. Children access a broad range of books and have daily opportunities to read and listen to stories. All of which promotes their communication and language well.

Young children show interest in using simple technology, such as a play kitchen with knobs and buttons. The childminder uses simple flashcards, puzzles and games to help children learn about numbers and recognise shapes and colours. They sing songs together and learn to mark rhythm and time with musical instruments. Older children freely access

writing materials and explore their imaginations with paint and collage materials. The childminder talks to them about other countries and cultures, and has a range of resources to support their understanding. They celebrate their own festivals, such as birthdays and Christmas, and learn about other people's festivals, such as Diwali. The childminder effectively develops children's practical skills. She makes sure they know how to get ready for outings, and encourages them to wash their hands independently. She talks to them about their school experiences and ensures they are familiar with the walks to school, and where to wait for her once they start. All of this means they are fully prepared for the next stage in their learning.

The childminder prepares a learning journal for each child that shows through photographs, written observations and examples of children's work and how children make progress. She collects good information from parents about children's care needs when they first attend, but there is less emphasis on gathering detailed information about children's learning needs. Consequently, assessing children's starting points on entry is not fully effective. However, systems to enable parents to contribute to their children's learning records ongoing, are more robust. For example, parents are kept up-to-date with their children's progress through shared diaries and daily discussion. The childminder makes suggestions for activities at home, such as songs and stories children have enjoyed, so parents can extend their learning at home. This helps to ensure children make good progress towards the early learning goals.

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

Children show they feel secure and safe with the childminder. They play confidently in her care, and clearly share affectionate relationships. The childminder works well with parents to settle new children. She is flexible in her arrangements so children settle in at their own pace. This means their move into the childminder's home is a positive event and prepares them well for future transitions. The childminder collects information from parents about children's routines, and their likes and dislikes, which enables her to meet their care needs well. Positive praise and clear boundaries helps children to develop good behaviour. Overall, they behave well and learn to play cooperatively and build firm friendships.

The childminder organises her home well to enable children to move around freely and choose their own activities. Resources are plentiful and easily accessible. As a result, children develop their independence well. Children learn to manage their own personal care and hygiene, for example, the childminder teaches them about regular hand washing. The childminder offers children healthy food options for snacks, and provides parents with guidance about healthy packed lunches as necessary. She talks to children about their food choices and they play games about healthy foods. Water is always accessible so children satisfy their thirst readily. As a result, children learn to eat and drink healthily.

Children play in the garden and enjoy visits to local parks to play on large, challenging equipment in the fresh air. They go for walks in the country to learn about the wider world. The childminder takes children frequently to activity groups, including large soft play areas. All this helps them to effectively develop their physical skills and learn to enjoy healthy activity. Children's personal, social and emotional development is enhanced by

outings to local amenities, such as shops and the library. They attend toddler groups and visit with other childminded children. As a result, they develop their social skills in varying situations, which prepares them well for their next learning environment, including school.

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

The childminder has a good understanding of the safeguarding procedures that help her to protect children. She has attended child protection training and knows about the reporting procedures if a child is at risk of abuse. The childminder makes daily checks of her home and ensures all areas are clean, safe and welcoming. She effectively risk assesses outings and keeps children under close supervision to keep them safe. The childminder talks to children about safety, for example, she reminds them about staying together to cross roads. As a result, children learn to keep themselves safe. The childminder keeps clear records of any accidents to children, and ensures she has appropriate permissions to give medication. All of which promotes children's health and safety well.

The childminder has applied her prior experience and knowledge well to make a strong start to her childminding business. She is well organised in her business practices and efficiently manages the underpinning paperwork. She uses her good knowledge child development effectively to meet the requirements of the Early Years Foundation Stage framework. Children's progress is evaluated and monitored through their learning journals and conversations with parents. This helps to ensure they continue to make good progress. The childminder demonstrates a good understanding of her own strengths and areas for development and has identified courses to help her develop the provision in the near future. For example, she is to attend a workshop on completing progress checks on two-year-old children. This will prepare her for the first checks she needs to complete within the next few months. She asks parents for their views and meets with other childcare providers to gain new ideas to enhance her provision.

The childminder provides parents with a good range of relevant policies and procedures to enhance their understanding of the childminding service. She has effective procedures for keeping parents informed about their children's routines and activities. For example, parents share daily written diaries with the childminder. The childminder supports older children's learning by having good links with the primary school. She is pro-active in collecting information from the school, such as class newsletters and talks to the children about their activities and interests. The childminder works well with other early years settings by sharing children's assessments and building a relationship with their key person. This helps to ensure children's individual learning needs are well-met.

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	EY463680
Local authority	Cambridgeshire
Inspection number	923307
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	13
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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