

Inspection date	13/12/2013
Previous inspection date	31/03/2011

The quality and standards of the early years provision	This inspection:	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 requires improvement

- The childminder provides plenty of opportunities for children to continue their learning during trips and visits to the local area. Consequently, children's experiences are enriched and they are becoming confident in new, interesting activities to securely support their developmental progress.
- Children are safeguarded because the childminder is aware of her responsibilities and satisfactorily minimises risks to protect them from harm.
- Secure partnerships with parents and regular communication are encouraged which supports children's well-being and continuity of care.

It is not yet good because

- Information gathered through observation and assessment is not always effectively used to plan activities matched to children's individual needs, to ensure they receive sufficient ongoing challenge or support and enable them to make good progress.
- The childminder offers few resources and opportunities for children to use their home language in their play. This means their learning is not fully promoted in this area.
- Self-evaluation lacks the rigour needed to identify all areas for development to benefit children and as yet does not capture the views of parents and 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 activities in the childminder's home and had a tour of the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector and childminder took part in a joint observation.
- The inspector read letters from parents, provided for the purposes of the inspection, and took their views into account.
- The inspector looked at children's learning journals, planning documentation and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about the setting

The childminder was registered in 2007 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 eight and nine years in a house in Littleport, Cambridgeshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two small dogs and a cat as pets. The childminder attends local groups and visits the local parks on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Tuesday 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:

- use observations and assessments more purposefully to inform planning and guide teaching, so that children's next steps are accurately identified and offer them sufficient ongoing challenge and additional support when required
- improve opportunities for children to use their home language in their play and enable their heritage to be celebrated.

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

- improve self-evaluation so that it more effectively identifies areas for development, to raise the standard of the provision for children by gaining contributions from the parents and children.

Inspection judgements

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

The childminder provides a homely environment where children play contentedly and learn to socialise with others. She has a secure understanding of how children learn and plans a wide range of experiences that satisfactorily promotes learning and development. Young children demonstrate they are beginning to explore and investigate as they play with toys, such as a mechanical fishing game. The childminder plays alongside and teaches children appropriately as she demonstrates and explains how the toy functions. As a result, children concentrate for sustained periods of time, turning knobs and switches and enjoy trying to catch small fish with magnetic rods. In this way, children are able to develop their hand-eye coordination and are encouraged to find out how things work. As they play,

children's communication skills are promoted adequately. The childminder uses words, such as 'brick' and 'tower', as she helps children make constructions using colourful blocks. This use of simple, single words, helps young children and those learning English as an additional language, learn the vocabulary they need to communicate effectively. However, for those children whose home language is not English, the childminder does not balance this by providing opportunities for children to develop and use their home language in play and learning. The childminder provides adequate provision to support children as they learn to read and write. Pencils, crayons and pens are available for young children to make their first marks on paper and this gradual introduction gives them the basic skills needed for their next stage in learning, including going to nursery and school.

The childminder observes and assesses children as they play and learn. She compiles 'Learning Journey' profiles and records children's activities together with her suggestions for children's next steps in learning. However, the assessments are not adequately used to monitor children's progress against their developmental norms and, as a result, planning for individual children sometimes does not offer the challenge they need to make good, rather than satisfactory progress. The use of daily diaries and frequent discussions ensure parents are fully informed about their children's progress and activities. Here, parents are encouraged to share information about children's learning at home and in this way, the childminder is fully informed about their interests and developmental needs.

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

Children feel secure in the company of the childminder. They play happily in her home and enjoy frequent cuddles and close contact. The childminder builds secure partnership with parents and this means she is fully aware of each child's care needs. She follows children's home routines and children are able to rest and sleep according to their needs. The childminder offers children clear guidance to all children and encourages them to consider each other's feelings at all times. In this way, children learn to behave well. Toys and resources are adequate to meet the general interest of children of all ages. Children are able to freely access these or select their chosen activities from a photograph album, should they be stored in the large cupboard. This promotes children's independence skills and enables them to follow their own interests.

The childminder takes children on regular visits to local parks and 'soft play' sessions. Children also benefit from using the fully enclosed garden where they can ride bikes, play in the playhouse and use the trampoline. Here, children enjoy plenty of physical exercise and learn the importance of these routines to promote a healthy lifestyle. These opportunities also offer children the chance to explore and take calculated risks in their play. The childminder teaches children how to keep themselves safe by encouraging them to tidy toys from the floor as they have finished playing and by washing hands before meals or after toileting. The childminder generally provides snacks and food that are suitably nutritious and this too satisfactorily supports children's understanding of good health and diet. The childminder supports children's moves to nursery or school by reading stories and familiarising children with their new environments when collecting other children. This adequately supports children's emotional well-being and prepares them for changes in their lives.

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

The childminder has satisfactory understanding of her safeguarding responsibilities according to the Early Years Foundation Stage framework. She has attended safeguarding training and has sufficient knowledge of how to identify and report concerns about children in her care. Policies and procedures support her work, both at home and when taking children to visit the local area. Risk assessments and daily checks of her home are part of her routine, including checking the garden before children access it. In this way, children are satisfactorily protected. Children practise fire evacuation procedures and this helps them to understand about the process without becoming fearful.

The childminder monitors the activities and play opportunities that children take part in and she relates this to the seven areas of learning. In this way, she is able to identify any gaps in her provision. The childminder has a secure understanding of each child's skills and abilities and ensures she offers activities to support their interests and strengths. The childminder is able to identify her own strengths and where she can improve her practice. She attends training sessions whenever possible and where appropriate, makes changes to her practice. However, as yet she does not have an ongoing, robust method of self-evaluation that also captures the views of parents and children to identify pertinent targets and drive improvements forward. Partnerships with other providers are adequate. Partnerships with parents are secure and parents offer positive feedback in letters written for the purposes of the inspection. Parents write to say how happy their children are in the care of the childminder. They appreciate how the childminder ensures her home is clean and children find plenty of activities to interest them. The daily diaries and feedback from the childminder also helps to reassure parents that their children are well cared for.

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	EY349257
Local authority	Cambridgeshire
Inspection number	820847
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	31/03/2011
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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