

## Inspection date

Previous inspection date

19/12/2013

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

- The childminder has a good understanding of how to promote children's safety and well-being. Children feel safe and secure and have built warm and supportive relationships. They are developing age-appropriate independence. This helps to ensure children are safe and are developing high self-esteem.
- The childminder has a good understanding of how to support children's learning and development and provides a well-resourced and engaging learning environment, both inside and outside of the home. This ensures children are keen, motivated and engaged in their learning.
- Partnership with parents is good, and the two-way communication about children's learning and development is valued by parents. Consequently, children's learning and development is consistently promoted.
- The childminder's evaluation of her provision correctly identifies areas that she can extend to improve her practice and, the already good provision provided for children. This will ensure children continue to receive a good quality learning environment.

### It is not yet outstanding because

- There is scope to extend the already good quality teaching by bringing in individual children's experiences to further extend children's learning. This would help to develop the very best practice in supporting children's learning and development.

## 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 looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners and members of the household.
- The inspector reviewed a sample of policy's, procedures and risk assessments.
- The inspector took account of the views of parents spoken to during the inspection and from information included in the setting's own parent questionnaires.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.

## Inspector

Julia Sudbury

## 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 and their children aged eight and 10 years in a house in St Neots, Cambridgeshire. The whole of the downstairs, the back large bedroom upstairs, the bathroom, and the rear garden are used for childminding. The family has a small dog and some fish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops, library and local park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- extend the already good quality teaching by bringing in individual children's experiences to further support children's learning and development.

## Inspection judgements

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

The childminder provides a welcoming and well-resourced environment for the children she cares for, which supports children's development across the seven areas of learning. The childminder talks knowledgeably about children's abilities and has high expectations of what they can be supported to achieve next. Challenging experiences are provided that are relevant to individual children's levels of development and interests. This ensures children are engaged and motivated to learn. The childminder effectively extends learning through the use of timely questions, interactions and support during play. For example, during the reading of a book, the childminder responds to a child's interest in the tractor, extending their learning by talking about the colour of it as well as other items on the page. However, opportunities to bring learning back to individual children's real life experiences are sometimes missed.

Children's communication and language skills are well promoted because the childminder

naturally extends activities by introducing new words, or repeating the emergent language of the children she cares for. Children's personal, social and emotional development is strongly promoted through the regularly praise and encouragement she gives them, showing her delight at their achievements. As a result, children have high self-esteem and are developing skills that will support their readiness for school.

Children are well supported during their entry to the setting through flexible settling-in sessions and the collection of information about their current interests and achievements from parents. Ongoing communication about children's achievements, both in the setting and at home, take place through discussion during drop off and collections and thorough home setting diaries. These discussions are valued by families. The childminder has in place plans for more formal sharing of learning records with families although this is yet to happen. Overall, children are well supported in their learning and parents are included and supportive of their children's development.

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

The childminder's home is warm and welcoming and she shows genuine enjoyment in her role, joining in excitedly with the children's interests. She talks knowledgeably about the families of the children she cares for and children arrive keen and ready to play; demonstrating that they feel safe and secure in her care. Parents comment that their children enjoy their time at the setting and how their children have become much more confident and outgoing since attending. Children have formed good attachments with the childminder, helping to ensure they are emotionally secure.

Children's independence is well promoted because the childminder has provided a safe and secure environment which enables them to make choices about their play. For example, resources are stored so that children are able to choose the activities and toys which they want and they move freely about the lower part of the home. When selecting new resources to play with children are encouraged to help tidy away other toys before getting new ones out. This helps them to learn the importance of keeping the environment safe. In addition, children demonstrate developing independence and confidence with self-help skills, such as feeding themselves at meal times.

The childminder supports children to learn about the importance of health lifestyles. She provides a range of good quality, balanced and nutritious meals and snacks. Individual dietary needs are taken into account. Children have good opportunities to enjoy fresh air and exercise, through the use of the garden and the local park which they visit regularly. Children's awareness for their personal safety and opportunities to learn about caring for others is supported effectively. For example, they are encouraged to play gently with the family dog and know not to disturb her while she is sleeping. The childminder reinforces good behaviour by offering children lots of praise and encouragement. This successfully boosts their confidence and self-esteem and helps to prepare them for the next stages in their learning and development.

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

The childminder has a clear understanding of her role in safeguarding and protecting children in her care. She has a good knowledge and understanding of what she would do and who she would contact in the event of a child protection concern. All adults over 16, who live in the family home, have had a Disclosure and Barring Service checks to ensure their suitability. The childminder has a range of procedures in place which are shared with parents and risk assessments have been completed. Children are not left unattended and the childminder has contacts clearly programmed into her phone in case of an emergency.

The childminder demonstrates a good understanding of the areas of learning and how children learn and develop. She keeps development records of children's activities and uses these to monitor individual children's progress across the seven areas of learning. The childminder is completing accurate progress checks on children between the ages of two and three years. Consequently, this helps to ensure children are making good progress in their learning and development. The childminder demonstrates a clear commitment to her own professional development, having attended a wide range of training courses both before and after registering as a childminder.

The childminder has built up strong relationships with parents and has some links with other providers. For example, she links with another setting with regards to a child's starting points when they first started. She demonstrates a good understanding of the links that would be needed when children transition to school. The childminder has a drive for improvement and is able to talk clearly about the areas she would like to develop further. For example, her plans to develop the garden and the benefits this would provide for children 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>	EY463087
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	925455
<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>	7
<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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