

Inspection date	29/10/2013
Previous inspection date	13/08/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the childminder and are met. Arrangements for safeguarding children are strong and well embedded.
- The childminder finds out as much as she can from parents about young babies before they join the family. This means that the routines the childminder follows are familiar and comforting.
- Babies enjoy babbling and experiment with using sounds and words to communicate for a range of purposes because the childminder copies their sounds in turn-taking 'conversation'.
- The childminder understands how young children learn and accurately assesses their development. She provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress.

It is not yet outstanding because

- Children's independence is not consistently promoted because the childminder tends to do some things for children as opposed to encouraging them to do things for themselves.
- Occasionally some resources, such as storybooks, are not always easily accessible for all 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 carried out a tour of the home and garden areas accessible to children and observed a variety of resources.
- The inspector took account of the views of children spoken to on the day and of views of parents, as provided in their written feedback.
- The inspector viewed the childminder's previous Ofsted inspection report and self-evaluation form.
- The inspector looked at children's assessment records, development records and tracking documentation.

Inspector

Tracy Burn

Full Report

Information about the setting

The childminder was registered in June 2010. She lives with her husband and two children aged two and five years in Chatteris, Cambridgeshire. All areas of the house are used for childminding and there is an enclosed garden for outside play. The family has three pet fish.

The childminder is currently minding five children in the early years age range, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local amenities and attends local groups. 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:

- enhance children's growing independence so they can do more things for themselves by, for example, providing a step stool for young children to reach the hand basin to wash their hands and opportunities for children to pour their own drinks

- review the organisation of resources so that all children can make choices about what they want to play with, with particular reference to children's books.

Inspection judgements

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

The childminder knows the children in her care well. She has good knowledge of children's home lives because she has formed positive relationships with parents prior to children being minded. For example, she meets parents at a local mother and baby group and gets to know children well before they come for a visit. Parents are encouraged to share much information with the childminder about their children and are provided with 'early years passports' which are booklets used to gain information about their learning and development. The childminder uses this knowledge of each child to plan for their learning, taking into consideration their interests, age and stage of development. She involves parents in the progress check at age two and aims to work with family health visitors where possible so that progress checks coincide with health checks.

The childminder has a good understanding of how children learn and largely focuses on the prime areas of learning for young children in her care. For example, she promotes young children's physical development by allowing enough space for babies to move, roll, stretch and explore. The childminder has a good knowledge and understanding of child development, which enables her to provide good quality care. A good balance of planned and freely chosen play experiences follow children's individual interests and suggestions, particularly during school holiday periods.

Children's communication and language is supported as the childminder engages in early years play. For example, while children play with a pretend cooker the childminder spends time talking about what they are 'cooking'. She asks questions and models building sentences. A young child is beginning to put two words together and says, 'want fish'. The childminder responds, 'do you want your fish? Your fish is on the little table'. By repeating what the child says and adding another word the childminder effectively supports the child's speaking skills. The childminder provides an inclusive environment and children's contributions are valued. For example, the childminder asks whether she can taste the cooked food as children confidently operate simple buttons and dials to 'heat up' their pretend food.

Children enjoy learning about the natural world and the environment when they play in the childminder's garden and plant and harvest fruit and vegetables. The childminder encourages children to have a healthy attitude towards food because she makes sure they have balanced and nutritious snacks that include the fruit and vegetables planted and harvested with the children. For example, they share a small pot of raspberries and grow cress, carrots and potatoes. Recent walks have provided opportunities for children to pick blackberries. Children are encouraged to carry through the task of washing and preparing blackberries to bake pies and the childminder supports their willingness to 'have a go'.

The childminder is mindful that young children's communication and language is developing rapidly. She engages in two-way conversations allowing time for children to respond. She introduces new words in the context of play and activities and uses correct grammar. The childminder uses an interactive tablet with children to look at differences in children of ethnic minority. She explains that some children live on the other side of the world and often wear different clothes and speak a different language. This supports their early understanding of people and communities and diversity.

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

The childminder's home is kept safe and secure. Good procedures are in place for visitors arriving, while family members of the childminder are encouraged to visit on days where there are no minded children. This means that the childminder can assure parents that young children's routines are not disrupted. The childminder's home is warm and welcoming. A range of resources incorporate the seven areas of learning and children have access to the outdoor area on a regular basis. However, some resources are not always in easy reach of children in order to support them in making choices about what they want to play with.

Children's care needs are responded to without delay. For example, babies have their nappies changed as soon as required. When young children wake from daily naps, drinks are immediately provided meaning that they are kept well hydrated. The childminder enhances their confidence and self-esteem by praising them and complimenting them on how good they are. Older children are encouraged to be kind and helpful to young children. For example, when older children comment that young children cannot do something, the childminder suggests that the older children teach the younger ones. This provides older children with some responsibility, therefore, increases their self-confidence and self-esteem.

The childminder supports children's personal, social and emotional development. For example, while children are encouraged to tidy up, a child says that a young child is not helping. The childminder offers reassurance and explains that the young child is still playing because he is curious and will soon learn to help tidy things away. She is able to reduce incidents of frustration and conflict by keeping routines flexible so that young children can pursue their interests. Children are beginning to learn that some things are theirs, some things are shared and some things belong to other people. They are encouraged by the childminder to develop good manners and be polite. As a result, children's behaviour is good.

Information shared in 'early years passports' is recognised by the childminder as valuable information because it provides a starting point from which progress can be tracked. The childminder supports parents to fill in forms to provide as much information as possible. For example, young children's sleep patterns, how children are feeding and feeling generally. Parents are welcomed to stay and play along with other family members of the child as part of the settling-in process. This aids a smooth transition for young children and encourages parents to be involved in their children's learning. Furthermore, the childminder makes families aware that there is an option of her visiting children in their own family home as well as families being welcomed to the childminder.

The childminder regularly takes children out and about during the day. For example, 'rhyme time' at the local library, 'kite club' and 'mother and baby group'. Such outings form part of children's daily routines and information about activities is shared daily with parents verbally, and in diaries. Parents provide positive written feedback concerning the use of daily diaries. For example, they write, 'I enjoy reading because it makes me feel involved in his day'. School holiday outings have included a planned trip to the zoo and a train trip. The childminder has good procedures in place for keeping children safe during outings. For example, she takes a first aid kit, mobile phone and children's emergency contact details as well as signed parental permission slips. Children are developing their understanding of how to stay safe because the childminder teaches them how to cross roads safely and makes it clear that she keeps account of them at all times.

Children are encouraged to drink plenty of fluids throughout the day. Meals are provided for some children and children sit together around a table supporting their social skills. The childminder often shops during the day with young children to buy seasonal vegetables and cooks according to availability of produce. While the childminder prefers not to have a 'set menu', sample meals plans are available for parents upon request. The

childminder uses mealtimes as a learning opportunity to talk to children about healthy food choices. The childminder is clear about children's current allergies and food preferences and ensures that children's needs are met and respected. For example, she makes egg-free biscuits with children. The bathroom area is easily accessible and is clean. Toileting is supported when children are ready to come out of nappies. While all children are encouraged to wash their hands prior to eating, young children cannot easily reach the hand basin and are currently lifted by the childminder to reach the soap and water. This means that some children's independence is not consistently promoted.

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

The childminder clearly understands her responsibility to ensure her provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's welfare is safeguarded as the childminder has a sound understanding of child protection issues and implements policies and procedures to support awareness. Copies of the childminder's policies and procedures are readily made available to parents as well as information surrounding the Early Years Foundation Stage. The childminder ensures that children are not left unsupervised. Children's personal details are kept securely and emergency contact numbers are regularly updated.

The childminder's home and garden are secure and risks of accidental injury are minimised as she supervises the children extremely well. The childminder holds a current paediatric first aid certificate. Accidents are immediately recorded and signed by parents at the earliest opportunity while secure procedures are in place for the safe administration of medicines. The childminder carries out regular risk assessments of all aspects of her home, for example, she uses safe barriers to prevent children from accessing the stairs. Daily safety checks are carried out before the children arrive and regular emergency evacuation drills are practised so that children and family members know what to do in the case of a fire or other emergency.

The childminder has good relationships with parents and provides feedback to them through their preferred means of communication. Parents are encouraged to voice their suggestions and anything else they would like to discuss. The childminder has a clear complaint policy in place, which assures parents that any concerns they may have will be taken seriously. Recent parental feedback indicates that parents are extremely happy with the childminder caring for their children. For example, 'our childminder meets all our desired requirements. She is polite and friendly and I trust and rely on her imperatively'. Another parent comments, 'we trust Hannah implicitly. She is a positive influence and her professional attitude ensures she will make a good impact on our sons early years development'. The childminder strives to provide the best provision for young children in her care. There is a self-evaluation and drive for improvement is evident and she has recently undertaken training to improve her knowledge to benefit the children in her care.

The childminder has strong links with other registered childminders. She understands about partnership working when children attend other settings to ensure that children's care and learning is complemented and supported. The childminder demonstrates a good

understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She uses clear observation and assessment and demonstrates a good knowledge of the characteristics of learning. As a result, children make good progress.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY411643
Local authority	Cambridgeshire
Inspection number	937837
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	13/08/2012
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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