

Inspection date	27/01/2014
Previous inspection date	10/08/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Partnerships with parents, carers and others are outstanding and enhance all aspects of children's overall care and well-being. Parents are enormously involved in the childminding setting and speak very highly of the childminder's commitment to promoting children's learning and development. As a result, children receive a consistent approach to their learning.
- Teaching is brilliant because the childminder and her assistants make fantastic use of the regular and precise observations they make. Accurate assessments of the progress and achievements children are making incorporate their planned next steps. Consequently, children thrive exceptionally well given their starting points and capabilities.
- Leadership and management is outstanding. The childminder is inspiring in her drive for continuous improvement and highly effective monitoring enables her and her two assistants to quickly identify and consistently improve their already first rate practice.
- The childminder and her assistants demonstrate an exceptional understanding of how to protect children in their care and are vigilant in ensuring that they are exceptionally well safeguarded. Opportunities for children to develop a healthy lifestyle are exemplary and as a result, the safeguarding and welfare requirements are met.
- Children benefit considerably from their fantastic relationships with the childminder and her assistants. Extremely close bonds and attachments highlight and demonstrate their significant feelings of security and as a result, their development flourishes.

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 joint observation with the childminder.
The inspector observed activities in the childminder's purpose built setting and one of the outside areas. She talked to the childminder, both assistants and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding and complaints procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters. Additionally, the inspector reviewed the providers hardcopy self-evaluation form as provided via email to the inspector.

Inspector

Jo Rowley

Full report

Information about the setting

The childminder was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her Husband and one child aged 16 years old in a house in Linton, Cambridgeshire. The childminder has a single-storey purpose-built unit in the garden of her home which is used solely for childminding. She regularly works with two assistants on a daily basis. Children have access to two outside areas, of which one has a large cover. The family has a dog.

The childminder attends the local children's centre and they visit the shops, woodland areas and parks on a regular basis. The childminder provides funded early education for two-, three- and four-year-old children. She collects children from the local schools and pre-schools. There are currently 22 children on roll, 11 of whom are in the early years age group and all of whom attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday, Tuesday, Thursday and Friday and on Wednesdays she operates between 7.30am until 9am and from 2.45pm until 6pm. The childminder does not operate on bank holidays or during 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:

- enhance further the already brilliant opportunities for children to self-select resources, for example, by providing a photographic book of the resources available.

Inspection judgements

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

The childminder's approach to teaching is inspiring and motivating. She works meticulously with two assistants on a daily basis and together they ensure that observations and assessments are completed to a very high standard. Children are consistently observed in their play and these observations, along with guidance, such as the Early Years Outcomes are used to carefully assess each child's stage of development. Every child in the early years age group has a comprehensive learning journal where observations, assessments and photographic evidence demonstrates the fantastic progress they are making. The childminder and her assistants work together consistently to promote children's learning and development by identifying the next steps in their learning and planning for these. Consequently, the childminder is able to quickly see where children are in their learning and plan a range of significantly challenging and exciting activities to develop them further. Children's learning is exceptionally well promoted

because the childminder and her assistants encourage children with the consistent use of open ended questions. For example, as children are learning about Chinese New Year they enjoy the feel and texture of rice in the messy area. The childminder's assistant asks children to think about the sounds they hear as the rice is poured in to a range of different sized jugs. She asks them if they can think of something else it reminds them of. Children listen carefully as they tell the assistant 'It sounds like rain dripping'. They further demonstrate their mathematical skills as they weigh and measure the rice and use a range of excellent words, such as, how 'weighty' the rice is or how 'full' the scales are. In addition to this, the childminder encourages the children to share with others what they think the rice feels like as well as how much they think it will take to fill a range of items up. As a result, children are learning at every opportunity and conversations are extended to talk about what the rice feels and tastes like once cooked. Consequently, children's speech and language development is excellent and they use an exceptional range of words.

Children's readiness for school is exceptionally well promoted because the childminder and her assistants consistently promote their independence. For example, children are encouraged to help adults at lunch time. They access drinks independently throughout the day and learn to dress and undress as they prepare for outside play or when using the toilet. Their independence is further encouraged as they practise their handwriting skills on a regular basis. For example, the childminder ensures that children have access to a range of fantastic resources where they can practice this freely. Additionally, some children enjoy taking handwriting activities home to practise with their families. As a result, their independence is fantastic and the confidence they demonstrate is brilliant. Children's speech and language development is exceptional. The childminder and her assistants value what children have to say and give time, such as, during snack and group activities for them to share their individual thoughts and ideas. This supports their communication skills and is a huge boost for their confidence as they are extremely well praised. As a result, children are developing exceptionally well across the prime and specific areas of learning because they are enormously encouraged and delightfully supported by the childminder and her assistants.

Parents are tremendously encouraged to be a part of their child's learning and development at the childminder's setting. Settling-in procedures are designed uniquely for each child to ensure that the family's needs are exceptionally well met. Fantastic, close relationships between the parents, the childminder and her assistants ensure that parents are encouraged to share everything they know about their child from the start. Ongoing communication is brilliantly promoted through verbal discussion and written communication books. Children's learning journals are consistently shared with parents and regular opportunities are planned to discuss children's progress and achievements more formally. Opportunities for children to enjoy their play are excellent. For example, at tidy up time they are only asked to help pick up resources from the floor. This means that activities stay out and this enables children to become more and more engaged as they enjoy unhurried time to explore resources further. Children's physical development is excellent and they enjoy a huge range of activities. The childminder's assistant is a qualified physical educational teacher and is excellent in ensuring that children access a fantastic range of opportunities to develop their skills. For example, children enjoy regular opportunities in one of two outside areas, which are used in all weathers, as they practice

their skills in jumping, balancing and carefully manoeuvring around others. They laugh and giggle excitedly as they play the 'bean' game, which involves them changing the shape of their bodies to match the particular bean called out. Consequently, their physical development is exceptionally well promoted. Overall, the childminder's teaching, along with her two assistants, has an outstanding impact on children's learning and development and the progress they make is fantastic.

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

Children's personal, social and emotional development is extremely well promoted and their self-confidence is developing brilliantly. The purpose built unit is used fantastically well by children as they self-select from a brilliant range of well labelled resources. They create games and ideas of their own as they team up excitedly with friends, promoting their amazing imaginations. For example, a group of children make up their own game in the home corner. They pretend that one of their friends is unwell and request the doctor's kit from the childminder, so that the 'doctors' can make their friend quickly better. Additionally, children delight in pretending to be mummies and daddies as they use small world resources in the play house and incorporate other children in to their game. As a result, children's imaginations are fantastic and they are extremely well promoted because of a fantastic range of resources. Although, a photographic book of the resources available to children might benefit their independent choices further. The childminder and her assistants provide a truly warm and welcoming environment where each and every child is uniquely supported, according to their individual needs. The needs of all children are extremely well supported and the childminder and her assistants influence their emotional well-being by providing them with an extremely sensitive and caring approach.

The childminder and her assistants provide an excellent key person system with each adult taking responsibility for individual children's learning and development. Although the childminder and her assistants work incredibly closely to ensure that all children's learning is promoted by all adults. The key person is the adult who works closely with parents and is responsible for updating children's observations and assessments. Consequently, the key person builds exceptional relationships with parents and demonstrates an excellent knowledge of their key children's stages of development. Children's behaviour is fantastic and they demonstrate an exemplary understanding of how to behave as they share this with other children. For example, during lunch time older children tell younger children how they should be asking for things 'nicely'. The childminder and her assistants are incredibly quick to praise children for such kind behaviour and children demonstrate a very sensitive approach to each other. They share resources extremely well and during outside play work together brilliantly. For example, linked to the current Chinese New Year theme children search for gold coins in the sand to place in their red envelopes as they learn about the Chinese tradition. They use chop sticks excellently as they take turns and support each other in searching for the coins. Additionally, this promotes their independence and problem solving skills as they work together considerately.

Children are incredibly active and consistently learn about the importance of physical activity. They have constant opportunities to freely choose inside or outside play and they enjoy a fantastic range of resources and experiences, which they access independently.

The childminder promotes superb opportunities for children to enjoy fresh air and exercise as, for example, they enjoy the local community during a 'sound walk'. They listen responsively to the very different sounds they hear and discuss these together as they talk about the senses they are using. Additionally, they develop a fantastic understating of people who help us when, for example, the local ambulance drivers visit them. This is a brilliant platform for developing their understanding of their bodies and consistently promotes their knowledge of how healthy lifestyles benefit them. The childminder provides an excellent range of quality, balanced and nutritious snacks to support children's understanding of healthy lifestyles. Children help to prepare their snack by cutting up their fruit and they learn, through discussion, how eating healthy snacks helps our bones to grow and our hearts to stay healthy. Children's awareness for their personal safety is highly encouraged and they are provided with excellent opportunities to learn about risks and personal safety through everyday opportunities. For example, as a group of children enjoy a game in the home corner the childminder's assistant uses the opportunity to talk about strangers. He encourages children to think about who is knocking on the door and asks if they think they should open it if they do not know who is there. Spontaneous opportunities, such as these ensure that children's understanding is excellently promoted and very well developed.

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

Children are exceptionally well safeguarded because the childminder has an excellent understanding of the safeguarding and welfare requirements. Disclosure and Barring Service checks are completed for all adults living in the home and working directly with children. Additional safeguarding training has been completed by the childminder, who takes overall responsibility for safeguarding children, with both assistants also having completed training to further develop their knowledge. Fantastic safeguarding procedures, including a controlled entry and exit system, ensures that children are exceptionally safe and comprehensive risk assessments further promote the childminder's brilliant safeguarding procedures. The childminder shares her comprehensive and exceptionally well-written policies and procedures with all parents to ensure that they are fully aware and consistently updated on procedures to keep their children safe. Additionally, daily registers, visitor records and first aid equipment are regularly examined to promote the childminder's incredibly high standards. As a result, children are superbly safeguarded and the childminder has outstanding systems in place to promote the safety and well-being of every child in her care.

Teaching is inspirational because the childminder demonstrates a truly motivating approach to children's learning and development. She is highly experienced and extremely knowledgeable about promoting the Statutory framework for the Early Years Foundation Stage. She monitors and evaluates every child's learning journal to ensure that each child is accessing every area of learning, which promotes their excellent learning and development. The two assistants take responsibility for their key children although the childminder ensures that overall responsibility is hers. Weekly staff meetings are held to further promote this exceptional setting and planning meetings are held to discuss the fantastic range of activities promoted here for children to enjoy. As a result, children are

hugely benefitting from the qualifications, knowledge and experience the childminder and her assistants demonstrate. The childminder and her assistants consistently monitor children's engagement in activities and they judge perfectly when and when not to intervene, so that their learning is not inhibited. As a result, children's needs are rapidly identified and remarkably well met. The childminder has an excellent programme of professional development planned and continuously looks at where she and her two assistants can improve their already first rate knowledge, understanding and practice through brilliant self-evaluation procedures.

Partnerships with parents are exceptional. Written questionnaires, comments and references demonstrate how highly parents think of the childminder and her assistants and the fantastic setting they provide. Parents are incredibly happy and feel extremely assured that their children are as confident as they are because of the interaction and guidance they receive from the childminder and her assistants. The childminder and her assistants have a list of children waiting to use her setting and it is extremely clear to see why. Parent and child views are consistently encouraged and always fed into future planning of events so that challenging experiences are planned. Additionally, the childminder works very closely with other professionals and those, such as teachers, also delivering the Statutory framework for the Early Years Foundation Stage. She frequently encourages parents to share their children's learning journals with others to develop and promote joined up thinking. Overall, children's learning and development is exceptionally well encouraged and they are making rapid 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
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	222661
Local authority	Cambridgeshire
Inspection number	866046
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	22
Name of provider	
Date of previous inspection	10/08/2009
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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