

Inspection date	03/03/2014
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 attachments to the children. As a result, they feel secure and their emotional development is promoted well.
- Effective partnerships with parents mean there is a shared approach and children's individual needs are met well.
- Children make good progress because the childminder has a solid understanding of how children learn through their play and monitoring is effective.
- The childminder keeps children safe through thorough risk assessments and her clear understanding of safeguarding procedures.

It is not yet outstanding because

- Opportunities for children to use multicultural resources and learn about diversity are not as well supported as other aspects of their learning.
- The childminder does not always fully extend children's thinking skills through effective commentary and questioning.

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 in the home.
- A range of documentation was sampled, including children's records, registers and policies and procedures.
- The inspector took into account the views of parents through the daily diaries and questionnaires.
- The inspector had discussions with the childminder during the inspection.

Inspector

Veronica Sharpe

Full report

Information about the setting

The childminder was registered in 2013 and lives in Fen Ditton, Cambridgeshire with her family, which includes one child aged one-year-old. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age group on roll. Minded children use the ground floor of the home and there is an enclosed garden for outdoor play. The childminder lives within walking distance of activity groups, parks, shops and a primary school. She offers her childminding service all year round. The childminder is a member of the Professional Association for Childcare and Early Years. She holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- strengthen children's understanding of the diverse world they live in, for example, by increasing the resources that reflect a range of cultures, faiths, lifestyles and backgrounds
- encourage children to enhance their already good active learning skills, for example, by asking questions that have more than one answer to encourage them to think about what else is possible.

Inspection judgements

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

The childminder uses her well-established skills as a qualified nursery practitioner to plan and provide activities that effectively meet children's individual learning needs. She supports children to make good progress through thoughtful planning and good quality teaching. She tracks children's progress using appropriate guidance so that activities are purposeful and well-targeted. Each child has an informative learning journal, with photographs and observations of their achievements. These are shared with parents so they can support their children's learning at home. The childminder asks parents to contribute to an 'all about me' form when they start, which enables her to plan effectively from the outset. This helps her to ensure all children make good progress.

Children enjoy their learning experiences because the childminder follows their interests. For example, she extends a popular visit to the seaside by providing sand and water play. This enables children to repeat their experiences in a new context and deepens their learning. The childminder promotes children's communication and language skills effectively through conversation and good interactions. She reads to them every day to increase their listening skills and develop an early interest in books and stories. Children

use their fingers to make marks in gloop and explore colour with paint. They access a range of drawing materials to promote their early writing skills in readiness for the next stage of their learning.

The childminder uses mathematical language as children play; they talk about the size and shape of objects and enjoy using shape sorters to test their understanding. Fun games, such as 'snap', are adapted for the ages of the children, consequently, they enjoy laying out the cards to find two ducks, or another cat. Children are beginning to explore pretend play as they find toy foods and utensils for the play kitchen. The childminder interacts effectively with the children to support their ideas, but does not always promote their creative thinking through ongoing commentary or ask enough open questions. For example, when children add sand to the water, she overlooks opportunities to encourage them to think about what is happening to the consistency and texture of both.

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

The childminder implements flexible settling-in procedures that help children to quickly settle and form secure attachments. She arranges visits with parents and collects plenty of initial information to enable her to understand about routines and comforters. As a result, children are happy and settled, confident in their transition from home to setting. They show a good sense of security as they explore the play opportunities under her attentive eye. The childminder builds children's self-esteem as she praises them. She gives children lots of attention and encourages them to play alongside each other, which helps them to develop kind and sharing behaviour.

The childminder helps children to develop good levels of independence by encouraging them to try things for themselves. For example, she provides them with finger foods so they learn to feed themselves early on. This gives them confidence for the next stage of their learning. Resources are varied and well organised so children have good opportunities to follow their own interests. However, resources and activities that help children to learn about diversity and develop their understanding of the world around them are less plentiful. The childminder adapts her activities to meet children's differing needs and ensures routines provide children with suitable times for rest and relaxation as well as vigorous exercise.

The childminder provides nutritional meals and snacks as agreed with parents. She works closely with parents to meet children's dietary needs and safely introduce new foods during weaning. Children sit together sociably at mealtimes, which supports the development of good manners and helps them to enjoy their food. The childminder makes sure children enjoy healthy energetic exercise in the fresh air. They walk in the woods to explore nature and visit local parks and play areas. Indoors, the childminder ensures children extend their physical skills, for example, by providing walkers to develop their physical confidence. Children develop an early awareness of safety and risk as they practise the fire drill and learn about road safety. The childminder takes children to a variety of groups where they socialise and interact with others. This prepares them well for the future challenges of pre-school and, eventually, school.

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

The childminder has made a strong start to her childminding business. She shows a clear understanding of her responsibilities to keep children safe and well cared for. A range of detailed policies and procedures underpin her business and keep parents well informed about the provision. The childminder protects children through her good understanding of safeguarding issues. She has attended child protection training to support her knowledge and informs parents about her safeguarding procedures. The childminder makes daily checks of the premises to keep children safe and secure. Robust risk assessments help to ensure children stay safe on outings.

The childminder uses her experience as an early years practitioner to effectively monitor the educational programme so that it meets children's individual learning needs. She carries out regular observations of children's activities and achievements to ensure they make progress according to their individual expectations. Children's learning records and an informative daily diary are shared effectively with parents. The childminder evaluates the provision and has identified areas for improvement to raise children's achievements. For example, she has planned training to extend her ability to support children with additional needs, such as premature babies.

Parents indicate they are pleased with the quality of care provided. They comment on the childminder's helpful attitudes and say their children look forward to their time in the setting. The childminder collects all necessary information from parents about their children to ensure they play safely and have their needs met. The childminder has not needed to establish partnerships with other early years providers. However, she values the opportunity to work with others to support children's continuity of care and learning.

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	EY467303
Local authority	Cambridgeshire
Inspection number	934988
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
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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