

**Inspection date**

11/03/2014

Previous inspection date

10/09/2009

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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 demonstrates a secure knowledge of how children learn and completes regular and precise observations and assessments of children's learning which she bases her future teaching on, ensuring that children progress well in their learning.
- The childminder builds strong, trusting relationships with children and is very aware of how this helps ensure a smooth transition for children from home to her setting. She works closely with parents to ensure that children settle very well.
- The childminder demonstrates a good understanding of her responsibilities with regards to safeguarding children from harm. She has good written policies in place, which she regularly reviews and shares with parents.
- The childminder provides children with many opportunities to enhance their independence, which helps to prepare them well for the next stage in their learning.

**It is not yet outstanding because**

- The childminder does not make the most effective use of all opportunities to ask open-ended questions, to develop children's critical thinking skills even further.
- There is scope to further the already good outdoor learning opportunities by providing even more experiences for children to explore and investigate the natural environment.

## 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 spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the childminders suitability and looked at documents, including a selection of policies and procedures and children's assessments records.
- The inspector toured the premises during the inspection and observed children's activities in the indoor and outdoor environments.
- The inspector held a discussion with the childminder about the areas of learning and next steps for children's learning covered through a planned activity.

## Inspector

Kirsty Love

## Full report

### Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Ramsey, Cambridgeshire. The whole of the childminders house, one upstairs bedroom and the rear garden are used for childminding. The childminder has no pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, library and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- extend the use of open-ended questioning with children to further develop their critical thinking skills
- enhance opportunities for children to explore and investigate the natural outdoor learning environment even further.

## Inspection judgements

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

Children enjoy their time with the childminder. They are provided with an interesting and challenging range of experiences across all areas of learning, which they are keen to explore. The childminder takes into account children's starting points and uses her good knowledge of how children learn to plan purposeful experiences for children in her care. She has developed a clear system for observing and assessing children to identify the next steps in their learning, which enables her to keep a sharp focus on children's progress and development. Parents are also involved in this process as the regular assessments are shared with them and they note their own comments about their child's learning, which the childminder then takes into account when planning activities.

Children are strong and confident communicators. The childminder has attended training on the 'Every child a talker' programme, which she has used to enhance children's language skills by speaking to them calmly and providing them with places to talk, such as tents. This has had a positive impact on children's language and communication skills and provides children with the skills required for the next stage in their learning. The childminder extends children's mathematical skills through many daily activities using counting, numbers and measurements. For example, children count the grapes provided

at snack and the childminder talks about the sizes of various balls when playing in the outdoor environment.

The childminder provides many opportunities for children to develop their imaginative skills. She offers a wide range of role play resources, which are freely accessible to children at their level in labelled boxes with photographs. Children imitate adults in their play, for example, as they use a toy mobile telephone to have conversations with their parents. The childminder promotes children's creative development through interesting activities. For example, children enjoy printing with various items of shapes and sizes on paper. The childminder then talks to children about the marks made on the paper. However, there is scope for the childminder to extend her use of open-ended questions to help to develop children's critical thinking skills even further during activities such as this.

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

Children are relaxed and happy in the childminder's care. They settle well in her home because of the effective settling-in procedures and the smooth transitions between home and the provision. The childminder uses daily diaries to record clear information about each child's care and learning, which keeps parents well-informed about their time with her. Children are well-behaved in the childminders care and respond to her positively. The childminder provides children with praise and encouragement to raise their self-confidence and self-esteem. This helps to prepare children emotionally well for the next stage in their learning.

Children's independence is very well-promoted. The childminder provides a stimulating environment both indoors and outdoors, which supports children in all areas of their learning. She provides many opportunities for children to 'have a go' at completing tasks for themselves. For example, children are encouraged to dress themselves independently and manage zips alone and they also assist in the setting up of painting activities by selecting items to use and carrying them through to the kitchen area. This helps children become persistent and motivated learners. The childminder promotes children's awareness of health and safety by encouraging them to wash their hands regularly throughout the day, which gives them a good understanding of how to manage their own personal hygiene.

The childminder provides children with healthy, balanced meals. She has a weekly menu which is displayed and parents are provided with copies in advance so that they are fully aware of the meals that the childminder provides. The childminder encourages children to eat healthily and mealtimes are an opportunity for children to communicate with each other, which encourages them to eat well. Children have daily opportunities for fresh air both in the childminders large enclosed outdoor area and other outings in the community, such as 'geocaching', where children enjoy exploring the local area. The childminder provides a wide range of resources for children to take age-appropriate risks and be active, which helps to keep them fit and healthy. For example, younger children are encouraged to manage climbing the steps on the slide alone, with the childminder close

by, which provides them with challenge. However, there is scope to enhance opportunities for exploration and investigation of the natural outdoor learning environment to extend children's understanding of the world and environment even further.

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

The childminder has a strong knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and gives high priority to children's safety and well-being. Her policies and procedures are reflective of her practice and they are regularly checked and updated and are shared with parents. The childminder monitors her delivery of the educational programme closely, ensuring that children make good progress towards the early learning goals. She makes use of the information she collates to help her decide on future plans to extend children's learning. The childminder has a clear understanding of how to safeguard children and their welfare. She carries out a visual risk assessment of the home daily before children arrive and is vigilant throughout the day to further ensure children are safe. She displays all appropriate information for parents, such as Ofsted contact numbers and the procedure to follow should there be an allegation against herself or a family member.

Since the last inspection the childminder has achieved an early years qualification at level 3, which has developed her confidence and understanding about how children learn. She has also completed the local authority quality framework and is increasingly using self-reflective practice to develop her service. This is informed by a clear improvement plan, along with parental views. The childminder has already identified the natural outdoor environment as an area for improvement and is already gathering ideas to improve this. The childminder is proactive about seeking training and values the benefit such opportunities offer in improving her skills, knowledge and understanding. As a result, she has completed many short courses to keep her up to date. Training completed has had a positive impact on the quality of teaching offered and the service provision overall. The childminder's positive, enthusiastic attitude is reflective of the strong capacity that she has for improvement.

Good communication between the childminder and parents means that children's care and learning needs are well met. The childminder has developed beneficial relationships with other settings children attend and shares information with them appropriately. Consequently, children experience consistency in their learning and care between home and other settings they attend. The childminder has developed effective links with the local schools to support children in their transitions and next steps in learning. Parents comment that the childminder is 'exceptional', that they are very happy with her communication and that their children have come on 'leaps and bounds' in her care.

### **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

<b>Unique reference number</b>	222603
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	818224
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/09/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

