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| Inspection date | 12/03/2014 |
| Previous inspection date | 01/10/2008 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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 follows children's interests and provides activities that children enjoy. As a result, children are motivated to learn and make good progress.
- Through play and self-care routines, children are able to make choices and carry out tasks themselves. This means children's independence skills are promoted effectively.
- Partnership with parents are good. Regular two-way communication ensure that children's individual needs are met.
- The childminder has a strong understanding of her responsibilities to safeguard children. Therefore, children are protected.

It is not yet outstanding because

- There is scope to encourage children's thinking and language skills further by asking more open-ended questions.
- There are not enough, natural resources with a range of textures, therefore, young children's sensory development and explorations are not optimised.

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 activities in the childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Elke Rockey

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged seven and 10 years in a house in Cambourne, Cambridgeshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding purposes. The family has guinea pigs and fish as pets. The childminder attends a toddler group and activities at the local childminding groups. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. The childminder has an early years qualification at level 3. There are currently 14 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Thursday and 8am to 2.30pm on Fridays, except bank holidays and family holidays. She cares for children who have English as an additional language and 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:

- extend opportunities through play for older children to further promote their thinking and language skills by using more open-ended questioning
- provide a wider range of natural resources with a range of textures for young children to explore and promote their sensory development.

Inspection judgements

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

The childminder's qualification has given her a strong understanding of how children develop and is able to progress their learning. She provides a broad range of experiences across all the areas of learning. The childminder works closely initially with parents to find out what their children are interested in and what they can do at home. This learning partnership is ongoing as children's records are shared regularly with parents including how parents can support learning at home. Information is exchanged everyday verbally about what children have been playing and learning. Regular observations are assessed accurately identifying children's next steps. For example, older children who can recognise their name are being taught to sound out the letters in order to develop children's early reading skills. The childminder has completed and shared with parents and other providers the progress check at age two for relevant children. This supports the identification and targeting of future learning. Individual learning records including observation show children's development over time. Consequently, children make good progress in their

learning and development.

The childminder has a good understanding of how children learn through play. She follows children's interests and engages them in play. She provides resources to extend their play effectively supporting learning. For example, children use their imaginations to role play doctors. They use props appropriately as they listen to each other's tummy and check knee reflexes. As they wish to give 'medicine' to each other the childminder provides paper and pencils for them to write on. This develops children literacy skills and finger muscles needed for pencil control. Children continue to use their imaginations and social skills as they play mummies and daddies going to the doctors. The play continues evolving as paper is eventually used to write down ingredients needed during cooking role play. This highlights that children display characteristics of learning, preparing them well for school. The childminder supports children's social skills by teaching them about turn taking.

Young children benefit from the childminder's effective teaching of communication and language. She gets down to children's eye-level to encourage eye contact so they can see how words are said. The childminder also repeats words back to children to extend their vocabulary by introducing them to new words. For example, while using a glue stick young children attempt to repeat the words 'sticky'. However, during some activities, older children are asked some questions, which do not invite them to practice their language skills fully. The childminder talks about colour and shape during activities promoting children's interest in early mathematics. She provides activities that children concentrate on intensely for long periods. For example, when gluing a variety of different textured papers and shapes, children choose to fill up their whole page and move onto creating another piece of artwork. This encourages children to have a desire for learning. This prepares them well for their move into school when the time comes. Children attend local music groups and messy play groups with the childminder which fosters their creative development. However, there is scope to enhance the range of natural materials available to stimulate and enhance babies' sensory development and exploratory play. Children learning English as an additional language are well supported as their learning records show good progress. Festivals familiar to children are celebrated so they gain awareness of the differences of others. The childminder has viewed children's learning records from other providers to promote continuity of learning.

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

Children establish strong relationships with the childminder because the settling-in process is tailored to individual needs. The childminder is well informed about the children because she encourages parents to complete a comprehensive information form to find out about children's routines. This ensures a smooth transition into the provision. The childminder is flexible with their care routines. For example, babies sleep and eat to suit their own routines. Children are happy, settled and demonstrate good levels of confidence because the childminder has developed close and caring relationships with all the children. Daily communication with parents verbally, and by way of a communication book ensures children's needs are met on an ongoing basis. For example, children's dietary needs are being watched carefully to see whether they have an impact on children's medical needs.

Children invite the childminder into their play and seek her out to share experiences. For example, they make a 'cup of tea' for her during play and look to her for praise when they have achieved a task. Continual praise means children behave well and have high expectations of themselves. This also builds their confidence ready for any future transitions to pre-school or school. Children articulately express their feelings as the childminder sensitively discusses unwanted behaviour. This develops children's personal, social and emotional skills well. Children are able to make appropriate choices during their play as suitable resources are accessible at all times. This encourages children's independence effectively. The childminder fosters children's independence further through everyday tasks, such as washing their own hands, putting on craft aprons and opening food from their lunchboxes. Children learn about personal safety because they are reminded to hold hands when crossing the road. Older children tell visitors to 'look left and right' when crossing the road. Consequently, children are developing the skills to calculate risks for themselves.

Children are learning about how to develop healthy lifestyles. Dietary preferences are taken into account. Opportunities for outdoor play and fresh air are taken daily. The children are able to practice their physical skills in the garden using the ride-a-long resources and the large climbing frame. Good hygiene is promoted as children follow routines independently. The childminder herself is a good role model. As a result, children's good health is promoted.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements and implements these appropriately to promote children's safety and well-being. She has completed safeguarding training and has a good awareness of the signs and symptoms, which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. Children play in a safe environment that is regularly checked for hazards through the childminder's thorough risk assessment procedures. The childminder has a valid first aid certificate. As a result, she is able to treat children appropriately in the event of an accident. Required documentation to help maintain the safe management of the setting is in place. For example, regular fire drill records clearly record any issues and how they were overcome and medication records ensure all permissions are sought beforehand. All paperwork is kept confidential.

The childminder has used the Ofsted style self-evaluation form and the local authority quality framework to reflect on her practice. She is able to identify strengths and areas for improvement accurately. For example, she would like to further refine the systems used to record next steps in children's learning. Since the last inspection the childminder has attended refresher training courses. This ensures she strives for improvement and maintains good provision for the children in her care. Parent views are included through evaluation form and in children's records. Children's learning and development is monitored by use of the local authority tracker tool. This means all children's progress is

accurately targeted and supported.

The childminder has established very good links with parents. She informed them of her inspection and they provided her with letters of reference that have been used as evidence in the inspection process. All parents are complimentary about the care and learning experiences their children receive. The childminder communicates with other settings that children attend. This offers children continuity of care and education. The childminder is aware of services provided by the local children's centre involving other agencies to support children's development and well-being when needed.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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 | 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

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| Unique reference number | EY293428 |
| Local authority | Cambridgeshire |
| Inspection number | 861472 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 14 |
| Name of provider | |
| Date of previous inspection | 01/10/2008 |
| 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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