

Inspection date	19/03/2014
Previous inspection date	19/01/2009

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 proactive approach to safeguarding, ensuring she updates her training to confirm that children's well-being is protected under the most recent advice.
- Children's language and communication skills develop effectively, as the childminder clearly pronounces new words and teaches them initial sounds to build their phonic recognition skills through relevant, age appropriate activities.
- The childminder is calm, warm and interacts with children at their level. They develop secure, affectionate relationships with her, as she knows them very well and helps them feel relaxed and at home in her care.
- Children experience a consistent approach to their care and learning as the childminder develops strong, supportive relationships with their parents and they exchange useful, mutually beneficial information.
- The childminder has worked hard since her last inspection to improve her knowledge and understanding of the learning and development requirements and has implemented revisions to her practice that enable children to make good progress.

It is not yet outstanding because

- Despite the already good partnerships the childminder has built with parents, she does not offer them frequent enough opportunities to share in the assessments of children's learning, to further support learning at home.

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 looked at areas of the home used for childminding and the indoor and outdoor learning environments.
- The inspector spoke with the childminder at convenient times during the inspection.
- The inspector looked at a range of documentation, including policies and procedures, registers, the childminder's self-evaluation and improvement plan and children's assessment records.
- The inspector observed the children as they played and the quality of their interactions with the childminder.
- The inspector took account of the views of parents and carers through written feedback provided.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 1989, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the village of Elm, Cambridgeshire. The whole of the ground floor is used for childminding and two bedrooms upstairs are available for children to sleep in. There is an enclosed garden for children's outdoor play. The childminder is able to take children to and from the local school and nursery. There are currently seven children on roll in the early years age range. Older children are also cared for before and after school and during school holidays. Children attend for a variety of sessions. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, with the exception of bank holidays and family holidays. The childminder may work with a registered assistant at times. She supports children with special educational needs and/or disabilities. The childminder receives support from the local authority and is undertaking the local authority quality assurance scheme.

What the setting needs to do to improve further

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

- enhance the already good partnerships with parents by offering them frequent opportunities to share in the assessments of children's learning, to further support learning at home.

Inspection judgements

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

The childminder engages effectively with children, using good teaching strategies to further their learning as they engage in challenging activities, linked to their specific interests. For example, a child's visit to a zoo leads to a keen interest in animals. Their enthusiasm is fed as the childminder provides an activity to develop the child's knowledge of animal names. Positional language is integrated into the activity as the childminder asks children to place animals 'next to' and 'in a line' with other animals. They count them together and children learn names, such as 'rhinoceros', 'hippopotamus' and 'warthog'. Children recall past events as the childminder asks them if they can remember what animals are called and they say 'zebra' and 'lion' as they pick corresponding figures. The childminder carries out observations of what children enjoy and can do, and from this successfully evaluates the good progress they are making towards the early learning goals. She gathers useful information from parents as children begin attending to find out about their interests and ability on entry. As a result, she is able to plan to offer activities which meet their individual learning needs from the start. The childminder shares daily two-way conversations with parents about children's well-being and their day. However, opportunities for parents to share assessments in their children's comprehensive learning

journals are less frequent. This lessens the effectiveness of the support offered for children's learning in their home environment. The progress check at age two is in place and accurately reflects the learning children have achieved to date.

Children are offered choices as the childminder asks them what they would like to do next. She readily changes resources as young children's play moves frequently onto something new. For example, children become involved as they explore a construction activity and then show interest in small world play. The childminder supports them by suggesting where they can find additional related items, encouraging their exploration of the playroom and developing their independence. Children enjoy a variety of arts and crafts to promote their developing skills in expressive arts and design. They enjoy creating Mother's Day cards, using stickers and sparkly decorations, make and decorate biscuits and have fun with play dough. The childminder also takes children to the local children's centre, where they engage in other exciting, creative activities and enjoy using different outdoor equipment. Children investigate resources already on offer to find activities that interest them. For example, they show curiosity about the bead threading activity and delve into the food play resources, finding pizza, cake and apples to feed their play people. Children with special educational needs and/or disabilities are offered caring, sensitive support to ensure they make good progress from their initial starting points. A good selection of construction toys, puzzles and opportunities to thread and colour sort help children develop their mathematical skills and critical thinking.

Children move about the home confidently to seek out their own enjoyable activities, for example, as they find a book to look at, or play active games together. They become aware of local amenities, as they visit the library van that visits each month with the childminder. They have fun reading the variety of books available and help to 'check out' the book they select to keep until it visits again. The childminder promotes their growing literacy skills as she reads and sings with them daily and encourages children to bring favourite books from home. Of particular note is the impressive way the childminder speaks to promote children's developing language and communication skills. She clearly pronounces each word, emphasizing initial sounds and using repetition to help young children confirm their new knowledge and understanding. She liaises with the school reception teacher to find out additional ways to help children learn and as a result, children make good progress. Through the interesting, individualised activities offered, children develop in confidence and gain skills which prepare them well in readiness for the next stage in their learning, including school.

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

The childminder offers children a relaxed, calm and homely environment within which they can play and learn. She interacts with them in a warm, affectionate way and children therefore settle easily and feel secure in her care. Parents discuss settling-in arrangements for individual children with the childminder, ensuring children are supported according to their specific needs as they begin attending. Children therefore feel valued, content and play happily. Through the useful information gathered from parents as children start, the childminder is aware of any health or dietary needs. Accident and medication recording is careful and parents are kept well informed. The childminder assesses accidents to ensure

there are no patterns forming and takes remedial action if it is needed. Any hazards are routinely removed through daily risk assessments carried out, and outings are separately considered to promote children's safety and well-being.

Children behave well due to the consistent boundaries and positive encouragement the childminder provides. She sensitively helps young children learn to share and take turns. Older children play sharing games together and form lasting friendships, and older children are caring towards their younger contemporaries. The childminder has organised her home well by providing children with a designated playroom, which is brightly decorated and stocked with a wide range of resources. This enables children to explore and follow their own interests. They are involved in decision making about planned activities and easily access a broad range of age-appropriate resources. For example, in the next school holiday older children are to create pictures and labels for the toy storage boxes to offer younger children a way of identifying what they would like to play with. Activities, such as this, demonstrate how well the childminder promotes children's independence, arming them with skills which will stay with them through life and support their future learning.

Children are encouraged to eat healthily as the childminder talks to them about the benefits of fresh fruit and vegetables and nutritious foods. As a result they develop a good understanding of the foods that are good for them. She discusses any specific dietary needs with parents to ensure she meets children's individual needs. She offers children varied, wholesome snacks and meals that take account of their preferences and the time of year. All children benefit from daily exercise and enjoy time spent in the fresh air. They play on the varied equipment in the childminder's garden and walk to and from school or nursery. Children also enjoy the challenges of larger play equipment at local play centres. This promotes their physical development and helps them learn about ways to live a healthy lifestyle. The childminder teaches children to keep themselves safe. For example, they learn about road safety on their walks to and from school and talk about which fire exit routes they would use in the event of a fire.

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

The childminder prioritises safeguarding and keeps her training updated. She has a clear understanding of the procedures to follow, should there be the need, to keep children safe from harm. Her vast experience of child protection, and the safeguarding agenda, enables her to take all necessary steps to promote the safety and well-being of the children in her care. The childminder ensures children play and learn in a safe, hygienic and welcoming environment as she carries out careful risk assessments. She undertakes a daily check of the premises, inside and out and ensures that toys and equipment are safe and suitable for children's use. As a result, children's safety is promoted effectively. The childminder has all the required documentation in place to meet the necessary legal requirements. She organises her records and childminding documentation neatly and is conscientious in her approach to supporting children's care and learning.

The childminder uses the self-evaluation tool provided by the local authority increasingly

to monitor her practice and decide on improvements. She is focussed and prioritises training as a route to raising the quality of the service she offers. She also uses on-line research, reading and information on how to promote children's learning and development gained through her relationship with the village school. This demonstrates her commitment to offering children and their families a high quality service. The childminder uses this new knowledge to improve the way she promotes children's learning and development. As a result, the progress they make is good and is consistently at the forefront of her considerations. She has worked very hard since her last inspection to ensure that she has answered the actions and recommendations raised. Practice has improved considerably since then, benefiting the children in her care and helping them to make effective progress towards the early learning goals.

The childminder is a governor at the village school, which has a nursery on site. This has helped her develop strong, effective links with both, offering children in her care a consistent approach. Parental feedback reflects the fact that they find the childminder 'very friendly, approachable, flexible and always able to give advice'. They comment that the care she provides is 'superb' and that their children are 'happy' and enjoy their time with her. The childminder offers much support and, with the breadth of experience she has, offers valuable advice. She works hard to follow parents' wishes with regard to their children's care, in recognition of the benefit to children of doing so.

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	222353
Local authority	Cambridgeshire
Inspection number	818219
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	19/01/2009
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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