

Inspection date

21/03/2014

Previous inspection date

15/02/2012

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

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

- The childminder places children at the heart of everything she does and safeguarding is given very high priority. She has updated her training in this area, makes parents aware of her responsibilities and takes all necessary steps to keep children safe from risk of harm.
- The childminder's underpinning knowledge of interagency working enables her to develop strong, effective relationships with parents, the local pre-school and school. This ensures children receive a consistent approach to their care and learning and they flourish in the secure, warm, enabling environment she provides.
- Children make rapid progress towards the early learning goals as the childminder offers them motivated teaching, with a superb focus on outdoor learning. Through the breadth and depth of the educational programme offered, children are challenged and become confident, competent learners who engage deeply in their learning.
- Children enjoy a superb variety of creative and outdoor activities as the childminder uses her training and love of the outdoors to provide them with stimulating, challenging opportunities that help them learn effectively.
- The childminder is dedicated and passionate about her role and she seeks to offer children a memorable early years experience by improving and developing her provision through training, research and her own innovative thinking.
- Children are settled and very secure as they develop warm, trusting relationships with the childminder. They have fun and readily engage with her in their play, seeking her out for guidance, reassurance and support.

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 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 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 11 and eight years, in a village close to Wisbech, Cambridgeshire. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The family has one dog, three cats, five chickens, birds in an aviary, chipmunks and goldfish.

The childminder attends local toddler groups and activities at the local children's centre. She visits local shops, cafes, play centres and parks on a regular basis. The childminder is able to walk with children to and from the local school and pre-school.

There are currently three children on roll, two of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives support from the local authority 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:

- enhance the home role play resources further by adding real equipment, foods and packets which offer children the chance to experience and compare weights and relate their play to real life.

Inspection judgements

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

Children flourish in this enabling, enriching learning environment where the childminder's natural teaching ability complements and fosters their innate ability to learn. She uses children's interests as a guide to unlocking their potential and opens their eyes to the world around them. For example, children enjoy a long walk with the childminder and family dog. As they walk down the wooded lane they see bluebells and daffodils dancing in the breeze and watch squirrels and rabbits dart about. A chance encounter with two horse riders enables children to learn animal names and associated sounds, such as 'neigh' and 'clip clop'. They count the number of horses and how many hooves they have and the childminder helps them learn about size as she says how big they are. Later, as they cross the grass strip dividing two fields, children have fun 'puddle jumping' as they run from one to the next. They repeat the experience a number of times, responding excitedly to the

childminder as she calls out 'jump' and 'jump higher'. A young child who creates bubbles on the surface of the puddle from their efforts, bobs down to pop them with their fingers. Children learn to be observant as the childminder points out the tractor and pig farm they can see across the field. They listen carefully as they look up to see the military aeroplanes flying high above them, marking them on the activity sheet the childminder brings with them. Children are actively exuberant as they run freely up the field, enjoying the fresh air, sunshine and being in the natural environment. At the pig farm, the childminder bobs down and revisits a child's quickly growing repertoire of animals noises and they count the piglets snuffling about with the sow. On the way home, a clutch of newly appeared ladybirds offers an opportunity to discover early mathematics, as the childminder places one on the buggy. Once sure of the child's reaction, she gently places one in their hand and they talk about the red and black colouring and count the spots. This first hand outdoor learning and regular exposure to the natural world superbly supports children's developing knowledge and understanding across many areas of learning.

Children enjoy a wonderfully diverse range of arts and crafts to help develop their skills in expressive arts and design. They practice manual skills as they become absorbed making beads out of salt dough, to which they add food colouring creating a random pattern effect. They make them into necklaces to give their Mothers on Mother's day, along with crocus bulbs they have planted. Children make air fresheners by rolling tubes of dough, painting them and adding drops of essential oils. They show immense pride in their achievements. They easily access pencils, crayons chinks, collage materials and paints, as they make ladybirds from pebbles they have collected during a walk. The childminder skilfully intervenes, or leaves children to explore and become deeply involved in their play and learning. She allows very young children the autonomy to lead their own play, knowing they learn through exploration and new experiences. The childminder gradually increases planned activities and adult-led play as children become older, preparing them in readiness for the next steps in their learning, including school. She is adept at knowing when children need help or something new to challenge them and offers her ideas to extend or change activities. Children are increasingly, as they grow, fully supported to solve their own problems and think creatively about their play. They confidently seek out their own enjoyable activities. For example, they choose to sit on the excavator and load sand into the bucket, transferring it from one part of the sand pit to another. A wonderful selection of construction toys, puzzles, calculators, interactive toys and sorting sets help children develop their mathematics and building skills. The childminder encourages children's communication and language development through the fun based, enthusiastic, two-way conversations they enjoy daily. Chatter about whatever they are doing punctuates children's day and the childminder injects humour to help them learn that language can be fun. For example, a child calls out 'dinner' repeatedly as the childminder prepares the food their parent has sent. As she brings it over, she bobs down to the child saying 'dinner, dinner, dinner, dinner batman!' and they chuckle together. Children's literacy and love of reading is promoted as the childminder reads and sings with them everyday. Children bring in favourite books or choose from the wide selection available. They learn to make sense of words as they update the interactive board with what day, date, month, year, season and weather it is each day. Through these and many other activities, children develop listening skills and become capable, confident speakers.

The childminder's excellent teaching skills and the strong focus she places on learning through the outdoor environment means children have superb fun and make rapid progress. She takes account of children's views and makes sure resources meet their changing needs to extend their enthusiasm for learning. For example, in home corner role play the childminder is considering the addition of weighted food packets and real equipment to add further depth to the experience for children. She makes careful observations of what children enjoy and can do and competently analyses their progress. As a result, children make excellent progress in their learning and development. The childminder collects comprehensive information from parents about children's interests and abilities before they join the setting. This enables her to plan for children's individual learning needs as they start. The childminder enjoys mutually beneficial, daily conversations with parents which ensure they both remain fully aware of each child's development. Assessments are shared regularly and the 'progress check at age two' is embedded within practice. Children's learning is, therefore, highly effectively supported both within the setting and in their home learning environments.

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

The childminder pays close attention to children's settling-in routines as she understands the importance of such major moves in their lives. The gradual introduction she prefers ensures children become familiar with her, as a new and trusted adult, before their parents leave them with her all day. The detailed information gathered through completion of the 'All about me' form parents complete is discussed during this induction period. It also offers her an ideal opportunity to watch the child at play and find out additional supporting information about them. This means children settle quickly as they feel comfortable, relaxed and secure in her care. When children first begin attending, the childminder sends parents texts to reassure them once they are settled and playing happily. This close partnership working is extended to include the childminder finding out about children's health and dietary needs. Any specific requirements are capably met and the childminder willingly undertakes any necessary training. Accident records are kept securely and are diligently completed and shared with parents on the same day. The childminder manages children's behaviour closely in partnership with their parents and wherever possible will offer a consistent approach. Consequently, children recognise that secure boundaries are in place and behave very well, responding well to the childminder's praise and encouragement. She is firm, but fair with children and the house rules in place further support their developing understanding of what is acceptable. For example, children know they must take their shoes off indoors and share and take turns with other children.

Children access the plentiful resources and activities easily as the childminder organises her home and planning of the educational programme very well. Children's views are sought and their opinions and thoughts respected and acted upon. For example, they help decide the agenda for some planned activities and make decisions about outings they enjoy. For example, children take a trip on a bus to Cambridge where they visit the Zoology Museum. They pick blackberries they see on a walk and decide to make blackberry crumble with them. On the way home they visit the local greengrocers where

they choose and help pay for the ingredients they need. As a result of such activities, children's independence is superbly promoted, offering them a valuable head start in their future learning. Children learn about good hygiene as the childminder offers them clear explanations and promotes hygienic practices. For example, children each have an individual towel on which to dry their hands. They know to do this after handling any of the pets the family has, such as after collecting eggs the chickens have laid each day.

The childminder is a firm advocate of healthy eating and encourages both children and parents to follow her lead. Children eat healthily and the childminder teaches them how to eat in way that will sustain a healthy lifestyle as they grow up. She freezes additional portions of her freshly prepared family meals for minded children to eat. The childminder takes into account children's dietary needs and preferences. Children's understanding of healthy eating develops through discussion with the childminder and age-appropriate activities. For example, a very young child searches through play food to match the pictures on their 'healthy food' plate and children help pick the fruit from the fruit trees in the childminder's garden. As a result, they develop a comprehensive understanding of foods that are good for them. All children benefit from superb opportunities for daily exercise in so many different and challenging ways. They make a beeline for 'Sally Wag' the wooden pirate ship, where they peer through the telescope, steer the ship, walk the plank and climb the ladders to the upper deck. They love to use the castle play house, swing, or zip wire. Young children test their agility as they climb the wooden climbing wall 'v' frame. The wooden shop is also popular, as is the play house. Each is set out with a stimulating range of relevant resources. The trampoline provides activity of a different kind and children have splendid fun as they bounce and explore the feel of weightlessness in mid-air. A child loves the childminder to touch them with her finger and then fall backwards calling out 'timber!' as they collapse in giggles. The childminder also takes children to local play centres, toddler groups, the children's centre and they visit shops and cafes. Additionally, they have super fun on trips to the seaside and other venues further afield, with the added excitement of using public transport, which is a novelty to many children. This means children enjoy many stimulating experiences and the challenge of using different equipment, as well as plenty of time spent in the fresh air. Their learning and physical development is, therefore, superbly supported and through these experiences they naturally begin to lead a healthy lifestyle. The childminder teaches children to keep themselves safe. For example, on a country walk, children learn that horses can be dangerous and that they need to move out of the way to a place of safety to allow them to pass.

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

The childminder prioritises children's safety and well-being at all times. She ensures that she is fully aware of her role and responsibilities in safeguarding their welfare as she regularly updates her training. The childminder has also completed child protection training and clear written procedures mean she knows what to do in the event of any concerns regarding a child in her care. Risk assessments are thorough and ensure that children play and learn in a safe, clean and hygienic home. Outings are separately

assessed and any associated risk assessments are updated as necessary. The childminder is particularly vigilant about completing a thorough daily check of her garden because of the family pets. She always checks the garden again before children go out to play. She also makes a daily check to ensure that play equipment is safe and of good quality. For example, as a result of checking the pirate ship, it was discovered the extreme wet weather had ruined some of the boards, which have been replaced with secure metal plates. Her proactive and responsible stance to ensuring children are safe is equally evident when she is out and about. Despite being on a quiet country road, she regularly checks behind her for the approach of any oncoming traffic. She moves onto the verge with children, placing herself between the traffic and buggy should she see a vehicle. As a result, children's safety is promoted superbly. The childminder has all underpinning documentation to meet the necessary legal requirements. She is well-organised and keeps her records conscientiously, which enables her to effectively support children's care and learning.

The childminder evaluates her provision by talking to children to gain their feedback, views and opinions on activities and the care they receive. Children comment that they are 'happy for Sarah to be my childminder' and one says 'Thank you Sarah, you are a fabulous childminder'. She seeks the views of parents verbally most of the time, but also through completion of the local authority quality assurance document. The childminder has undertaken much training to improve her practice since the last inspection. She undertakes online training and takes advantage of much of what is provided through her professional membership of a national organisation. The childminder is clear about her future training needs and is wholly committed to her work with young children and their families. Her attitude demonstrates her genuine commitment to improving the quality of her provision. The childminder has worked extremely hard since her last inspection to improve her knowledge and understanding of the Early Years Foundation Stage. She has completed the action and recommendations given at her last inspection and has undertaken the local authority quality assurance framework. To support children in their learning she has sought information about teaching early reading and extended her knowledge of phonics. This has enabled her to strengthen children's reading skills and helps them make rapid progress. The childminder keeps regular accounts of children's learning experiences, enabling her to effectively monitor their development as they reach the end of the foundation stage.

The childminder has established strong links with the local pre-school and school. She has been a familiar visitor at both for some time, as her own two children attended the pre-school and currently attend the school. The childminder shares assessments of children's learning as they move up to both the pre-school and school. She also takes children on pre-start visits to both when their parents cannot have time off work to do this. She ensures that she talks to teachers to find out about children's learning needs, enabling her to provide consistent learning experiences for children. Parents indicate their high levels of satisfaction with the childminder saying she 'does an amazing job' and that they value her 'kindness' and 'constant drive to teach'. They say she is 'an excellent childminder' who 'embraces outdoor learning'. These comments exemplify what was found at this inspection and are also backed by feedback from the pre-school, who thanked her for her support and valued input regarding a child who came to them from her care. The childminder keeps parents very well-informed about children's activities, mainly through daily verbal

feedback which is their preference. She is responsive to parents, offering much additional support and advice and providing a flexible service which meets individual family's needs.

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 |
|---------|----------------------|--|
| 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 | EY390843 |
| Local authority | Cambridgeshire |
| Inspection number | 821789 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 15/02/2012 |
| 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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