

Inspection date	28/02/2014
Previous inspection date	06/06/2013

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 has a good understanding about supporting children's learning and development through play and free exploration.
- The well-being of the children is developed by the childminder. This is because she takes the time to work in partnership with their parents in order to learn about their individual needs so that planning and learning activities are pitched positively to enhance confidence.
- Children are kept safe from harm as the childminder has a clear understanding about child protection procedures. In addition, risk assessments help to minimise hazards and keep children safe and secure in her setting.
- Attention to continuing her professional development means practice remains relevant and up to date.

It is not yet outstanding because

- There is scope to enhance further the provision of natural resources for children to observe and explore, both inside and outside, in order to enrich children's learning and vocabulary as they become fully absorbed with the natural world.

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 with the childminder, co-minder and children at appropriate times throughout this inspection.
- The inspector observed activities in all rooms used by the children.
- The inspector looked at a selection of policies, procedures, relevant documentation and Disclosure and Barring Service checks.
- The inspector carried out joint discussions with the provider in relation to making observations of the children's play, learning and progress.

Inspector

Lynn Clements

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works from the home of another registered childminder in Newmarket, Suffolk. The childminder cares for a small number of children with special educational needs and those who speak English as an additional language. The childminder provides care from Monday to Friday all year round, except for family and bank holidays. She is currently caring for a total of four children, who are all in the early years age range. The childminder visits the local shops and park with the children on a regular basis. She 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 the use of natural resources, both inside and outside, in order to further enrich children's vocabulary and stimulate their curiosity and investigations of the natural world.

Inspection judgements

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

The childminder has a good understanding about supporting the learning and development needs of the children in her setting. Information is sought from parents prior to placement in order for the childminder to learn about the child's particular interests and skills. This enables her to form a base line assessment of their needs and plan learning opportunities in order to meet those specific needs. Ongoing assessments are undertaken throughout the child's time with the childminder. This makes sure that they are making the progress expected. These well-maintained learning records are shared with the parents, helping them to plot the progress their children make and to also gain ideas for how to support the learning at home. In turn, parents share information with the childminder about the progress their children make at home and any specific wishes they have in relation to the learning and development needs of their child. This shared knowledge about children also means that should any gaps in learning be identified then the childminder can take action to address these as quickly as possible in order to support future learning and development.

Progress checks are made in line with requirements at two years of age. The parents are fully involved in this process and the ongoing assessments of the children as they grow and develop. The childminder makes sure that the children acquire the skills they will need for later learning in school. Additional support is in place for those children with special educational needs and/or disabilities. The childminder builds partnerships with other

professionals in order that the correct support for particular children can be accessed prior to moving onto other settings. Those children who speak English as another language are well supported. The childminder uses pictorial clues and key words to help them settle and grow confident in her care. Other children within the setting learn simple sign language and together they mix well and have fun as they engage in the universal language of play. The progress children are making in relation to their age, abilities and starting points is good. They are fully supported to embed the skills they need for later learning. The children have great fun sharing their own ideas and suggestions about the games they like and enjoy most.

Children are confident communicators. They make it clear about what they want to investigate or play with. Children are curious to try things out. For example, they find out what will happen next as they press different buttons on battery operated toys. They excitedly use their senses to explore, watching closely as some buttons make lights flash while others emit differing sounds. However, there is scope to extend teaching practice by providing access to a wider range of natural resources, both indoors and outdoors, in order to further support children's investigations and enhance their vocabulary as they learn to notice and name the different features of the natural world. The childminder encourages children to try things out for themselves. For instance, she encourages them to click bricks together to create three dimensional tall towers and castles. She uses her teaching knowledge to extend the children's ideas, linking in mathematical thinking, such as shape and measure, as they talk about which towers are tall and which are smaller. Children respond well, sharing their ideas and laughing with glee when the towers topple over. Outdoor activities are well planned and organised, providing good opportunities for the children to enjoy the changing seasons of the year and the natural world around them. The childminder makes the most of spontaneous learning. For example, when a helicopter hovers overhead, the children can hear it from inside the house through the heavy rain outside. They run to the windows to peer out, straining to see and pointing excitedly to the sky. The childminder responds to their interest immediately, encouraging them to tell her what they can see and hear.

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

The childminder is dedicated to her role and enjoys building positive relationships with families and children. She supports each child in her care to develop their personal, social and emotional development; helping them to find their feet and cultivate independence and interpersonal skills. The organisation of space within the setting is good. All child accessible areas have been made child safe and this means that the children have access to the entire ground floor. Here they can move between the large rooms, developing their personal independence as they make choices about what they want to play with or explore. The provision of well-labelled toy boxes means that the children can make informed decisions about which toys they access freely. Attention to providing child-height tables and chairs further supports the children who are able to then play with toys or engage in creative activities in comfort and safety. Partnerships with parents are good. Time taken prior to placement enables the childminder and parents to share information relating to the care needs of the children. Ongoing meetings make sure that those needs

continue to be met over time.

Children enjoy a healthy, balanced range of meals and snacks. Attention to a varied diet provides the children with the nutrients they need to grow strong. The varied menus are shared with parents and carefully planned in order to meet the individual dietary needs of each child in the setting. Attention to good hygiene routines means that the children secure a good understanding about the importance of personal cleanliness. In addition to this, the childminder provides opportunities for them to enjoy plenty of fresh air and exercise. Visits to the local park and toddler groups enables the children to develop their physical skills on a larger scale than is possible within the childminder's home. The children clearly enjoy learning to move their bodies in different ways, developing their coordination and balance and helping to embed ideas about the importance of exercise linked to healthy lifestyles.

Behaviour is good and the childminder works with her colleague to provide a consistent approach in order that the children have clear and fair boundaries. The children show care and consideration for each other as they cooperate, for example, while creating train tracks. Attention to good behaviour helps to keep the children safe. For example, walking rather than running around the house means that the children do not bump into each other or furniture, which helps them to avoid unnecessary injury. Their awareness of personal safety evolves over time with the support of the childminder. For example, while out and about they practise road safety and learn not to talk to strangers or stroke unknown dogs.

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

The inspection was brought forward as a result of information received which raised concerns about which premises the childminder was operating from. The childminder works in the home of another registered childminder, although, had initially failed to alert Ofsted to the fact that both childminders were now operating from the same address. However, prior to this inspection taking place, the provider had completed the relevant paperwork in order to notify Ofsted, proving that she understands her legal responsibilities as set out in the Early Years Foundation Stage. The childminder also understands about the importance of safeguarding children. A clear safeguarding procedure is in place, highlighting how any child protection concerns will be dealt with. She undertakes training in order to make sure that she remains up to date with changes in child protection legislation. This helps her to protect children in her care.

The childminder has collated a range of pertinent policies and procedures to support the smooth daily management of her setting and promote positive outcomes for the children in her care. She keeps her setting secure so that the children are unable to leave unsupervised. This attention to security also means that intruders are unable to gain access. Safety records are well-maintained, such as attendance records for children and visitors. These, enable the childminder to safely account for all children and adults in her setting, at any time. Risk assessments are thorough and include both inside and outside of

the childminder's premises. Attention to minimising potential hazards and security helps to keep children safe. The childminder updates training, such as safeguarding, paediatric first aid and food hygiene. All training raises the childminder's awareness about potential safety issues and provides her with the skills to address concerns and deal with emergency situations appropriately, if these should arise. The childminder complies with the safeguarding and welfare requirements well.

The childminder monitors her practice and is clearly able to review records of children's progress, as well as managing the day-to-day running of her setting. She remains up to date with changes in legislation. This means that she can evolve the service she provides. Since her last inspection the childminder has developed practice in relation to supporting children's communication and language skills, providing a range of high quality books which captures the children's imagination. Together, with her co-childminder, she talks with parents using their service in order to identify where changes can be made, and therefore, ensure that the service they provide continues to meet user needs over time. This helps to secure firm working relationships where all parties can trust and communicate well with each other. Good partnerships with parents promotes positive outcomes for the children. Parents report that they feel safe when leaving their children in the care of the childminder. They find that their children are very happy and settled and enjoy going to her setting.

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	EY435834
Local authority	Cambridgeshire
Inspection number	954130
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	06/06/2013
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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