

Inspection date

Previous inspection date

28/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- The childminder protects children by providing a safe, clean and comfortable home in which children can explore freely and confidently. As a result, they learn to keep themselves safe and healthy.
- The childminder successfully supports children to settle into her home. This helps them to build firm bonds and become familiar with the childminder and their new environment, promoting a sense of security.
- The childminder has an accurate procedure for self-evaluation. She reflects on her practice, identifying areas for improvement and uses action plans to identify how these improvements can be made.

It is not yet good because

- The childminder's understanding of the learning and development requirements is developing. This means that her teaching is variable and children do not consistently benefit from carefully planned activities taken from their interests, which does not help children to make the best progress.
- The childminder is not yet sharing information successfully with other settings that children attend. This means that not all children benefit from a consistent approach to their learning, and they are not as well prepared as possible for their future transitions.
- The sharing of information with parents about how they can help support their children in their learning at home, is not fully effective.

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 children taking part in activities in the childminder's home.
- The inspector looked through a range of relevant documentation including the childminder's policies, procedures and children's development records.
- The inspector held a wide range of discussions with the childminder and interacted with minded children.
- The inspector took account of the views of parents through information provided by the childminder.
- The inspector undertook a joint observation of children with the childminder.

Inspector

Kirsty Love

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and her three children aged one, eight and 11 years in a house in St. Ives, Cambridgeshire. The whole of the ground floor, the first floor bathroom and the rear garden is used for childminding. The family has a dog as a pet. 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 five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the individual interests of each child are considered and that teaching is based on a secure knowledge and understanding of how to promote the learning and development of young children, so that they make good progress
- improve partnership working with other settings that children attend to ensure children benefit from continuity in their learning and well-being, and that there is a shared understanding between all those involved with individual children.

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

- develop partnerships with parents by encouraging them to share information about their child's learning at home and by keeping them informed about their child's achievements and progress.

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 and are comfortable in the environment. The childminder provides reasonably effective support to promote children's learning and development across all areas of learning. She is calm and friendly with the children, and as a result, they feel welcome. The childminder promotes children's independence well. Children access a range of resources which are stored at their level, and the childminder encourages them to select these freely. Children's achievements are celebrated by the

childminder because she praises them when they have completed a task. For example, when a young child takes a few steps unaided, she encourages them to persevere and provides them with praise. This promotes children's self-esteem. The childminder uses her garden along with local parks as a teaching method to promote children's physical development. Children have opportunities to run around and learn how to negotiate large play equipment, which helps to improve their balancing skills. She provides activities for younger children to support them in becoming mobile with resources to pull themselves up on. This helps children to be mostly prepared for the next stage of their learning.

The childminder's knowledge of the Early Years Foundation Stage is evolving. She is developing her observations and assessments of children, and is trying out various methods of recording this to find out which one she feels comfortable with. The childminder is able to discuss children's learning and development and recognises that they make sound progress. The use of documents, such as 'Early Years Outcomes' enables the childminder to track children's progress and identify if their development does not meet expectations. The childminder is aware of the requirement to complete a progress check at age two, but has not yet had to complete any of these. The childminder has some procedures in place to share information with parents about their children. For example, she writes in a daily diary the activities that children have enjoyed. However, parents do not have specific information about their children's identified next steps in their learning or opportunities to share information about children's learning at home. This does not ensure a shared and targeted approach to helping children make best progress both in the setting and at home.

The childminder has very recently completed 'Every child a talker' training. She is beginning to use some of the ideas gained from the training to help support children speech and language development, such as giving children longer pauses to encourage them to talk. Children in her care quickly learn new words and the childminder responds to children's babbling, which helps them to become strong communicators. The childminder plans activities covering all areas of learning. However, these do not yet consistently take into account children's interests. Some activities are well planned, and engage children well. For example, children enjoy creating Mother's day cards and noticing the marks they make with pens. However, as the childminder's knowledge of how young children learn is still developing, her teaching and activities are variable and on occasion they do not always sustain children's interest and are occasionally mundane. As a result, children are not always engaged and they make satisfactory rather than good progress in their learning.

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

The childminder provides a warm and friendly environment, which helps children to feel confident and comfortable in her care. She understands the importance of providing a gradual settling-in period for all children, and ensures that children have their comforters close by to provide them with reassurance. This makes certain that they are well supported to settle quickly because they feel secure in her home. Children show that they feel safe with the childminder and look for her for reassurance when she leaves their

sight. Children clearly build strong attachments with the childminder, which shows that their well-being and independence is adequately promoted. Information is gathered from parents to enable the childminder to support children's care requirements. The childminder uses daily diaries to communicate with parents about children's care routines. This means that parents are well informed about their child's routines while in the childminder's care.

The childminder provides healthy snacks for children. She works with parents to meet all dietary needs and ensure that all children are nourished, and that parents provide healthy packed lunches. She offers a balanced and nutritious menu for children that require meals in her care. The childminder knows children in her care well, and can recognise the signs that non-verbal children are tired or hungry and responds to these appropriately. Children help themselves to a drink as they become thirsty, which helps them learn to take responsibility for their own needs. This helps to ensure that children's health is well promoted. Children have opportunities to explore the community around them, develop their physical skills and get fresh air. The childminder takes the children on regular walks and outings and teaches children about basic road safety, asking them if they can see or hear any cars. This helps children to become aware of their own safety.

Children follow the childminder's lead and help to tidy away toys and activities after they have finished playing. This helps them to look after their environment and minimises the risk of trips and falls. The childminder's calm approach helps to encourage children to behave positively. She provides a safe and adequately resourced environment, and rotates her resources regularly to provide variety for children. However, as the childminder teaching is developing, and she does not yet use children's interests to plan activities, sometimes resources are not used effectively to interest all children. Children are mostly emotionally well prepared for the next stage in their learning as she shares some information with other providers. For example, where a child attends two provisions, she talks to the other childminder about how the child is settling with her. She has plans to support children in their move to school. However, the childminder does not yet consistently share information with all other settings that children attend, as where children attend a nursery or pre-school, information is not regularly shared and communication is not in place with the other provider. This means that children do not benefit from a shared approach to their learning and that their emotional well-being is not always communicated between providers during transitions.

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

The childminder has a range of policies and procedures, which she reviews regularly. This means that she has clear guidelines to work within and is aware of her responsibility for keeping children safe. She also shares her policies with parents, which means that they understand the procedures in place to protect their child's well-being and health. The childminder has a clear understanding of signs and symptoms that might cause concern about a child's welfare and knows what to do if she had to report such concern. The childminder completes regular risk assessments for all outings and these also cover all areas of her home. She takes appropriate action which makes sure risks to children are minimised. For example, she has a child safety gate on the stairs so that younger children

cannot gain access.

The childminder has an evolving understanding of the learning and development requirements, and the quality of her teaching is not yet consistently good. She completes assessments to help ensure that children make sufficient progress in their learning, and monitors the progress that children make through the use of trackers. The childminder is currently working towards a qualification at level 3 to help improve her understanding of how children learn, and to develop more confidence in her teaching. She is also keen to attend other short training courses and has very recently attended several short courses to help broaden her knowledge, and the impact of these is beginning to take place. The childminder has a clear and accurate plan for improvement, and has already identified areas for development through an action plan. Although breaches of the learning and development requirements have been identified, the childminder has a clear understanding of what to do to address them.

The childminder has developed generally close partnerships with parents. There are clear contract and consent agreements in place that cover the business and care arrangements. However, the sharing of information relating to children's learning and development with parents, requires improvement in order to help children receive a more targeted approach to their learning. The childminder has developed a portfolio with information in that parents can view, and displays certificates clearly. She has started to use self-evaluation to find out parents opinions and satisfaction with her service. Parents speak highly of the service provided, and feel well informed about their child's routine, and state that they 'couldn't be happier with the care provided'. The childminder meets up with other childminders to help stay up-to-date with changes in early years. However, where children attend more than one setting, information is not always shared effectively. This means that children do not always benefit from a consistent approach to their learning.

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	EY454179
Local authority	Cambridgeshire
Inspection number	912067
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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
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M1 2WD

T: 0300 123 4234
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