

Inspection date	16/04/2014
Previous inspection date	12/08/2011

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

- Children form strong attachments to the childminder. She gets to know the children well in a short amount of time. Children have independent access to a range of resources and they are cared for in a warm and friendly environment. This means children are settled and ready to learn.
- The childminder plans a range of adult- and child-led activities that follow children's interests. As a result, children are motivated to learn and make good progress.
- Parent partnerships are valued by the childminder which underpins the professional relationship to benefit the children and meets their individual needs.
- The childminder has a strong understanding of her responsibilities to safeguard children. Therefore, children are protected.

It is not yet outstanding because

- Babies' and young children's language and thinking skills are sometimes not fully promoted because some closed questions are asked.
- There is scope to develop nappy changing procedures in order to promote children's good health further.

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 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 reviewed the childminder's self-evaluation form.

Inspector

Elke Rockey

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five years and 11 months in a house in Sawston, Cambridgeshire. The whole of the ground floor and two bedrooms on the first floor are used for childminding. The family has one dog as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, one of whom is in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, 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 further improve the quality of the early years provision the provider should:

- maximise young children's language and thinking skills by integrating a variety of words and language about their play during activities and expanding the use of open-ended questions
- promote further children's good health by developing nappy changing procedures with particular reference to wiping the mat down each time and encouraging children to wash their hands after being changed.

Inspection judgements

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

The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage and combines this with her experience and knowledge of child development. This supports her in planning activities and play opportunities that promote children's development in all areas of learning. She identifies children's next steps from observation and incorporates these into future planning. As a result, activities and experiences provide children with effective challenge, promoting their ongoing learning and development. For example, toy farm animals are hidden in cooked, dyed pasta. Young children explore the texture of the pasta. Older children are effectively supported to calculate how many more animals there may be to find. Activities such as this promote children's exploratory impulses and are well managed by the childminder to meet the

needs of the range of ages. Teaching is effective and children are making good progress, given their starting points and capabilities. This prepares them well for their future learning at pre-school or school.

Young children move freely from the adult-led activities to free play. This confidence helps prepare children emotionally for future learning. The childminder supports children's interests and carefully plans linked up activities. For example, a trip to the farm is planned because of the children's current interest in animals. In order to prepare for the outing, the childminder makes flap pictures with farm animals hiding behind to share with the children. The children sit on the childminder's lap to look for the animals. They practise their small muscle skills to work the flaps and point with their index finger when they see the animals. The childminder labels the animals and sounds. Children's attempts at words are praised by the childminder promoting children's speaking confidence. However, at times the childminder asks closed questions of young children. As a result, children's language and thinking skills are not fully optimised.

The childminder provides opportunities so children are able re-enact every day routines with the dolls and pushchairs. The childminder extends the play by giving the children a doll-size changing mat and a nappy to put on the doll. This extends children's concentration. Children express themselves creatively as they play with musical instruments. They use their whole bodies to shake maracas and bang drums with delight. Children explore how technological toys work as they operate an electronic keyboard. They press the various buttons and listen to the sounds of their voices through the microphone. The childminder encourages children to find things out as they experiment with the different buttons. The childminder also uses this opportunity to promote turn taking between children. Regular outings in the community, to children's farms and walks in the local village support children's understanding of the wider world. The childminder supports children with special resources that reflect their culture and languages such as books. The childminder communicates well with parents, enabling them to share daily news about their children. Starting points are considered verbally and as parents complete an information sheet on children's interests. She also offers parents information about activities that children have enjoyed while being minded in order to give them ideas on promoting learning at home. This offers children some continuity in learning.

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

Children are happy, settled and demonstrate good levels of confidence because the childminder has developed close and caring relationships with all the children. The flexible settling-in process suits each family and means that children become familiar with the childminder and her home. This means that children are happy and ready to learn. 'All about me' sheets filled in by parents help the childminder to build up a clear picture of the children and meet their needs. Daily communication with parents verbally ensures children's needs are met on an ongoing basis. Children demonstrate good attachment to the childminder as they involve her in their play. They ask the childminder to share books and sit on her lap to listen quietly. The childminder is aware of how to support children moving on to other providers such as nursery and school. She knows of the need to

exchange information to ensure children's needs are met effectively during this time of change. As a result, children are being prepared emotionally for future learning from an early age.

Children are learning to keep themselves safe. Children tell the inspector how they have to hold hands when walking in a car park. Younger children close the stair gate between kitchen and playroom. This demonstrates an understanding of the safe boundaries reinforced on a daily basis. Independence is promoted well. Young children are developing a 'can do' attitude as the childminder encourages them to participate in self-care tasks. For example, picture instructions are placed by the sink so that children are able to wash their hands by themselves. Wipes are available in order to clean themselves after meals. Praise is given and children's attempts are valued, building self-esteem and a positive self-image. Children behave well highlighting their feelings of security. Their positive behaviour is valued and praised by the childminder. The childminder is calm and responsive to the children helping them to understand boundaries in a secure environment. For example, children are reminded to be careful with borrowed resources. A good range of resources are made accessible for the children to choose from during the day. The childminder values the effect of child-initiated play resulting in children who are motivated to learn.

Children are learning about how to develop healthy lifestyles. The childminder has promoted healthy lunchbox ideas to parents and provides nutritious snacks such as fresh fruit. Opportunities for outdoor play and fresh air are taken daily during outings. The children are able to practise their large muscle skills at the park. This encourages their physical development. Most aspects of hygiene are promoted well, however, nappy changing procedures are not as robust as they could be in order to promote the good health of children. For example, the mat is not always wiped down and children are not encouraged to wash their hands afterwards.

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

The childminder demonstrates a good understanding of her responsibilities to meet the Statutory framework of the Early Years Foundation Stage. She monitors all areas to check that the provision meets all requirements and is, therefore, promoting children's health, welfare and development. Her strong knowledge of safeguarding ensures children are protected. She understands the need to record and report any concerns immediately and likewise for the procedures regarding allegations. All policies and procedures are shared with parents ensuring they understand the expectations they too need to ensure their children's well-being. Registers are recorded accurately and children's information is kept confidentially. All areas of the premises and outings are thoroughly risk assessed.

Since the last inspection the childminder has met all improvement points including bettering children's learning journeys. Children's learning is monitored through use of the local authority tracker tool. All future, identified improvements put the children at the centre of her practice. For example, she plans to make outdoor play more available for children by enclosing the garden with secure fencing. The childminder refreshes her

knowledge through training courses. This means she is able to meet current requirements and promote children's well-being. This drive for improvement ensures she is able to maintain her good practice, therefore, benefiting children.

The childminder works well with parents and other providers. Parents are informed regularly about children's care routines and learning achievements. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents. Together they agree how they can work together to meet children's needs. Parents' views are taken into account as detailed verbal exchanges occur regularly. This provides a good continuity of care and education for all the children in her care.

The Childcare Register

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	EY422767
Local authority	Cambridgeshire
Inspection number	945352
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	12/08/2011
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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