

<b>Inspection date</b>	09/05/2014
Previous inspection date	31/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder has a good understanding of how children learn through play and how to promote their learning effectively. As a result, children make good progress towards their early learning goals.
- Partnerships with parents are valued by the childminder and she ensures they are fully informed about children's progress. This ensures children's achievements are celebrated and their development is promoted consistently.
- Children are well protected because the childminder has a good understanding of safeguarding procedures and ensures children can play and learn in a secure environment without fear from harm.
- Children enjoy a warm and secure relationship with the childminder. This builds their confidence and self-esteem well as they happily explore and learn.

### **It is not yet outstanding because**

- There is scope to further develop the already strong links with other local providers and ensure that children's learning needs are consistently coordinated.

## 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 compulsory part 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 home.
- The inspector and childminder undertook a joint observation and had discussions at appropriate times throughout the inspection.
- The inspector read letters from parents, provided for the purposes of the inspection and took their views into account.
- The inspector looked at a range of documents including the self-evaluation form, children's learning journal records and policies.

## Inspector

Jacqueline Baker

## Full report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children in a house in Littleport. The whole of the ground floor, the first floor bathroom and the rear garden are used for childminding. The family has a pet cat. The childminder attends a toddler group, the local library and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 12 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder supports children learning English as an additional language. She operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- strengthen the already good partnerships with other providers of the Early Years Foundation Stage, to enable even better sharing of information and consistent support for children's individual needs.

## Inspection judgements

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

Children are confident and happy as they spend time with the childminder. This is because she provides a homely environment where children play and are encouraged to explore and independently follow their own interests. The childminder has a good knowledge of how children learn through play and shows a high level of skill as she plays alongside children. She extends their learning successfully by questioning and comment which helps children to puzzle things out for themselves. Children demonstrate these qualities as they carefully gather the appropriate bricks together to make a crocodile. The childminder uses language, such as 'big' and 'small' to support their mathematical development and takes every opportunity to extend children's learning further by discussing the animal, where it lives and its colour. These playful experiences support children's development well as they begin to consider mathematical concepts and learn about the world around them in a meaningful way.

The childminder's particular skill and interest is promoting children's communication skills. She has a good understanding of the importance of this area of development and how this can affect all areas of children's learning. The childminder uses good strategies during the high quality interactions with children, such as, repeating key words, clarifying children's meaning and using nursery rhymes to enhance speech. Consequently, all children make

good progress including those requiring extra support to reach their learning goals in this area. Babies also benefit from this language rich environment as their babbling and utterance are responded to quickly and their first words celebrated. The childminder provides plenty of opportunities for children to develop literacy skills during activities inside and out in the garden. Children practise early writing and have a large collection of books available. This supports children to develop skills needed for their next stage in learning, including school.

The childminder observes children throughout the day and makes accurate assessments of their development. Recording of children's progress is meticulous, thorough and shared with parents on a daily basis. This good practice means that parents are effectively engaged with their children's learning both with the childminder and at home. As a result, children have every opportunity to progress well in their early years.

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

Children feel secure and happy in the care of the childminder and this is due to the strong partnerships between the childminder and parents. Opportunities to share information at the beginning or end of the day are used effectively and mean that the childminder is well informed about children's care needs. Children's good health is given a high priority as the childminder ensures her home is safe, secure, clean and suitable for young children. The good practice also helps children to learn about keeping themselves healthy and they know they need to wash their hands frequently especially after using the toilet. Children are especially keen to learn this important self-care routine as the childminder provides children with their own personal soap. Each child makes their choice according to the colour and fragrance of the product, consequently, even young children show impressive independence skills.

The childminder provides a stimulating and well-resourced environment both in her home and in the garden. Toys are of a high quality and have good regard to the seven areas of learning including resources to promote children's understanding of different cultures and the wider world. Children are able to choose their own activities and never tire of exploring and investigating. Typically, this results in children behaving well because they are engaged in positive activities throughout the day. Children are prepared well for changes in their lives by the childminder. She acknowledges that children take a while to settle in new surroundings, therefore, ensuring she has routines in place that enable children to feel secure. Frequent visits to the local school and visits to the local community help children to become familiar with new situations and support children's emotional needs well.

Children's health is effectively supported by the childminder. She acts as a good role model by providing nutritious snacks and drinking plenty of fruit juice throughout the day. The childminder gives good advice to parents in regard the content of children's lunch boxes and discusses healthy food with children as they have snacks and meals. This helps children to begin to understand about healthy diets and develop good habits for the future. Children enjoy plenty of opportunities for physical exercise as they walk to and from the local school, play in the garden and spontaneously dance and sing to music.

Babies have plenty of space to learn to crawl and toddle in safety and visits to the local soft play area provide further opportunities to encourage children to be active and take risks. As a consequence, children's physical development is progressing well.

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

The childminder has a good understanding of her responsibilities to ensure her practice meets the safeguarding and welfare, and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has current knowledge of safeguarding procedures for her local area and knows how to identify and report concerns she may have about children. She shares her good range of policies with parents and also makes sure all members of her family are familiar with her good working practices. For example, the family help her to prepare the home by tidying away their personal possessions and replacing socket covers the night before children are to arrive. The family also follow the childminder's procedures for mobile phones and cameras and these good measures help to make sure children are as safe as possible in the home.

Monitoring procedures are a particular strength of the childminder and these effectively track children's progress. Her attention to detail and conscientious record keeping supports her good knowledge of each child's development and needs. In this way, the childminder is able to identify any gaps in children's educational programmes and interventions can be planned to ensure children's continued good progress. The childminder uses self-evaluation effectively to inform her future plans to improve her service. Parents and others are consulted and this reflects her determination to develop her provision even further. The childminder attends training where possible and ensures she stays abreast of current childcare legislation and best practice. In this way, children benefit from her improved knowledge and skills.

Partnerships with parents are very good. They readily share their knowledge of children's learning and care at home during daily discussions and contribute to children's daily diaries. In letters provided for the purposes of the inspection, parents describe their great satisfaction with the care and support offered to the children and the positive impact the childminder has on children's learning and development. Partnerships with other providers of the Early Years Foundation Stage are well established and positively support children's progress. However, there is room to further improve the two-way sharing of information with some of these settings in order that good practice is shared and children's learning enhanced to an even higher degree. All in all, children make very good progress in their learning and development in the care of the childminder and have very happy early years experiences.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY369289
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	821215
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31/10/2008
<b>Telephone number</b>	

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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

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