

Inspection date

Previous inspection date

12/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 promotes children's safety well because she has a clear understanding of safeguarding procedures, is attentive of their welfare and carries out thorough risk assessments.
- The childminder is caring, warm and affectionate in her approach to children, ensuring they feel welcome and secure. Her positive teaching supports their language development well through purposeful activities and the friendly interaction they share.
- The childminder has developed a good relationship with parents and the local pre-school, which enables her to offer children a consistent approach and helps smooth transitions for them as they move onto the next stage in their learning.

It is not yet outstanding because

- The childminder does not always manage children's adverse behaviour well enough to help them learn how to share and take turns.
- Children are offered fewer opportunities to learn about different cultures and customs, or those with special educational needs and/or disabilities. This does not enable them to develop a positive attitude to those who are different from them.
- The childminder has not yet begun a programme of training to help develop her knowledge, skills and understanding further, in order to more effectively promote children's learning and development.

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 the children as they played and the quality of their interactions with the childminder.
- The inspector took account of the views of parents.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 2013 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 four and two years, in Ely, Cambridgeshire. The whole of the ground floor, one bedroom and the bathroom on the first floor is used for childminding. There is a stepped entrance and an enclosed garden for children's outdoor play. The childminder attends a local toddler group and visits the local shops, library and parks on a regular basis. She is able to take children to, and collect them from, the local school and pre-school. There is currently one child on roll who is in the early years age range, who attends for a variety of sessions. The childminding provision operates all year round from 8am to 6pm, Monday to Friday, with the exception of bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. She receives support from the local authority and is completing the local authority quality assurance scheme.

What the setting needs to do to improve further

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

- enhance the already good level of understanding and practice brought to the role by embedding an astute and targeted programme of professional development
- enhance behaviour management strategies further to ensure that children develop increasingly high levels of self-control and learn to share and take turns through clear guidance
- enhance the rich, varied and interesting experiences offered to children further to enable them to learn more about different ethnicities, cultures and traditions and learn an appreciation of those different than themselves.

Inspection judgements

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

The childminder takes a considered approach to the way she teaches children, ensuring she targets their specific learning needs in a way that interests them. This helps children make good progress towards the early learning goals. She communicates very clearly with them to support their understanding and language development and they relate well to her calm, positive teaching style. The childminder has worked hard to build her knowledge and understanding of how to plan and deliver a successful educational programme. This ensures that children engage well in their learning and are interested in the resources on

offer. For example, children explore the many activities available to them. They crawl into the tent and den, developing their sensory awareness as they watch the twinkling lights and play with the soft balls. They fill a toy shopping trolley with wooden block 'shopping' and 'take it home'. The childminder makes good use of spontaneous opportunities to promote children's developing vocabulary as she interacts with them to develop their ideas through play. For example, children discuss feeling cold and she suggests they use the doctor's kit to take their temperature and help them feel better. A child finds a pager and says 'look, it's a fire alarm!' and the childminder provides a simple, clear explanation of its true purpose. Children enjoy going to the library, where they check their books back in on the computerised system, thereby developing their understanding of new technology. They have fun selecting different books which the childminder reads with them in the quiet, child-centred space. On the walk home, they become familiar with local landmarks and stop to watch the mother duck and her ducklings being fed on the green. The childminder skilfully links the ensuing conversation to the new sibling a child is soon to have.

The childminder plans her use of resources to offer children varied and exciting experiences, thereby awakening their enthusiasm for learning. She carries out observations of children's learning and monitors their progress effectively. The childminder gathers useful information from parents about children's care needs, interests and development as they start, which enables her to plan for children's initial progress. She develops good relationships with children's parents and there is a relaxed, daily verbal exchange of information. Since registration, she has already met with them to share details of children's progress, thereby also extending support for their learning at home. Children enjoy a broad range of activities which prepare them well for the next stage in their learning, including school. For example, the childminder supports children's understanding of mathematics as they use scales, trays and spoons to weigh out lentils and oats. They sort them into groups and balance them on the scales. Children learn new vocabulary and begin to use it meaningfully, as they talk about the different tools they use. They listen to the childminder as she offers them soft egg poacher pockets and names the colours. The childminder gives these young children time to explore the materials being used, practise their new found skills and offers timely support to extend their learning. However, although some resources reflect different cultures, activities do not help children develop a more positive attitude to those who are different from themselves. Children learn about nature as they dig in the garden, plant seeds and tend them as they grow. They develop their social skills as they visit local groups and get to know different children.

Children demonstrate familiarity within the home and move about freely as they access different activities and resources. For example, they relish the opportunity to 'go shopping' with their trolley as they visit the 'shop' at the other end of the lounge. They load multi-coloured bricks into the trolley, bringing them 'home' again. Children use the blackboard and explore their ability to create marks with different coloured chalks. Their early mathematical knowledge develops as they use construction toys, complete puzzles, sing number rhymes and count with the childminder in their play. Children's creative skills are fostered well as they engage in imaginary play, dressing up as a ballerina and losing themselves for a while in a magical world. The childminder creates exciting, enjoyable opportunities for children, designed to widen their experience and extend their knowledge

and understanding. She skilfully introduces children to new experiences, opening their eyes to learning at a gentle pace, allowing them time to absorb their new knowledge.

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

The childminder believes strongly that children need to feel secure and settled to enjoy their play and learning. She, therefore, pays close attention to children as they begin attending, to help them make a successful move into her care. Settling-in visits are arranged by working closely with parents to achieve an individualised approach. This ensures that both parents and their children feel happy about how the process is managed. Children, therefore, settle easily and develop confidence under her capable, nurturing care. The childminder works in partnership with parents to accommodate children's health and dietary needs and keeps them clearly informed about any accidents.

The childminder is warm and sensitive in her care of children and is a good role model. However, at times young children do not learn to behave well as the childminder lets unwanted behaviours go unchallenged. Additionally, she does not remind them to use good manners and children struggle to share resources. They learn to show care and concern for one another and receive positive praise and encouragement from the childminder. She has a child-friendly, well-organised home and resources are arranged to enable children to follow their interests. Children are consulted and offered choices, thereby developing independence of thought. They are offered opportunities to make their own decisions, which prepare them well for their future learning. For example, they choose what they would like for their lunch and select their own books from the library.

The childminder offers children a variety of healthy, nutritious meals and snacks and discusses children's individual dietary needs with their parents. Young children are encouraged to try new foods and discover new tastes as she introduces them to seasonal produce and talks about positive food choices. They learn about where their food comes from as they grow broccoli, carrots and peas, which they pick and eat as part of their snack choices. The childminder encourages children's independence as they learn to pour their own water to drink. As a result, children develop a healthy attitude to food, enjoy fresh fruit and vegetables and are well hydrated. All children spend time in the fresh air and enjoy physical exercise. They walk to and from local groups, play in the garden and enjoy challenge and risk as they use larger equipment at local parks. The childminder takes children on walks and trips further afield to help them learn that an active lifestyle is enjoyable. Children learn to keep themselves safe, as they discuss the need to take care climbing on the chair with the 'wobbly leg', to wash their hands and learn about road safety as they press the pedestrian crossing button.

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

The childminder keeps children in her care safe from harm. She has a clear understanding of safeguarding procedures and has a folder of supporting information which she keeps to hand. This ensures she has all the necessary contact numbers to use in the event of any concerns about a child in her care. Children play in a safe home because the childminder

is conscientious about assessing risks. For example, she ensures children are within her sight and hearing at all times and is vigilant about their whereabouts. She takes steps to ensure they remain safe through the use of stair gates and because she explains risk clearly to them when the opportunity arises. For example, on the way to the library, the children use a lift to reach the upper floor of the building. The childminder explains why they need to stand clear of the doors and wait until they are fully open before entering and leaving the lift. She is also vigilant about their safety, during the walk to and from the library, as she checks roads before crossing with the pushchair. Consequently, children learn about keeping themselves safe and she ensures they are safe within her care. The childminder has all required documentation neatly stored within folders which are kept securely, but are also easily accessible. She has developed a solid range of policies and procedures which are shared with parents, who sign to say they have read and understood them. She also provides them with additional supporting information to ensure they are aware of her responsibilities and how their child will be learning. This enables her to support children's care and learning effectively.

The childminder is undertaking the local authority quality assurance scheme. This increasingly enables her to reflect on the quality of her practice and how she can further improve the service she offers. She takes account of the views of parents, children and other professionals to ensure children receive a relevant, high quality experience with her. Her proactive approach to finding out what is needed reflects her dedication and determination to improve. However, she has not yet begun to use training as a tool to further improve her own knowledge, skills and understanding. This lessens the effectiveness of some aspects of children's learning. She has worked hard since registration to set up a quality service and is taking a carefully judged approach to shaping the service she provides. The childminder keeps regular accounts of children's learning experiences, enabling her to effectively monitor their development as they progress towards the end of the foundation stage.

The childminder has established strong links with the local pre-school, which has provided her with advice about how to help children learn and make progress. She currently has no children in her care who are of school age or are about to go to school. However, she is aware of the need to develop mutually beneficial links with schools when the time comes. She shares working practices and children's details with the local pre-school. Parents enjoy friendly relationships with the childminder and comment that they are 'really happy' and that their children are 'settled and secure'. They like the fact that the childminder encourages children to be independent and confident. They particularly comment on the childminder's positive manner with children, saying she is 'calm, respectful and encouraging, which makes children feel valued'. The childminder keeps them well informed about children's activities and learning, through daily verbal feedback and by sharing their child's learning journal with them.

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	EY468172
Local authority	Cambridgeshire
Inspection number	940502
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	1
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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