

Inspection date	15/05/2014
Previous inspection date	28/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 uses effective teaching skills, for example, she stimulates children's natural curiosity and interest in their environment to help them learn as they play.
- Children's emotional well-being is given high priority, this makes them feel confident and secure in the childminder's care. Relationships with parents and other providers support children's continuity of experience very well.
- The childminder is organised and has taken rapid action to ensure all of the requirements of the Early Years Foundation Stage are met.
- The childminder understands child protection and safeguarding issues, which enables her to protect children in her care.

It is not yet outstanding because

- At times the childminder provides children with an answer to her questions too quickly. This means they are not consistently using their communication and language skills as readily as they might.
- Opportunities for the youngest children to develop good hygiene habits are not always consistently exploited. Therefore, children are not fully supported in learning the importance of washing their hands before eating.

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 home and talked to the childminder and children at appropriate times during the inspection.
- The inspector viewed areas of the home and garden used for childminding.
- The inspector looked at documentation related to the day-to-day organisation of the childminding service, children's progress and self-evaluation.
- The inspector took account of the views of parents from information in the childminder's questionnaires.
- The inspector checked evidence of suitability and qualifications of the childminder and other household members aged over 16 years.

Inspector

Alison Reeves

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and grown-up daughter in a house in Bar Hill, Cambridgeshire. The whole of the ground floor and the rear garden are used for childminding. The family has a pet guinea pig. The childminder visits the shops and park on a regular basis. She collects children from the local school and pre-schools. There are currently nine children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their communication and language skills, for example, by using the 'Every child a talker' model of allowing children plenty of time to make a response before supplying them with an answer to questions

- extend children's learning about good hygiene routines by encouraging the youngest children to participate in hand washing before eating.

Inspection judgements

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

The childminder offers children a welcoming and comfortable environment where they learn through play. The relaxed atmosphere helps children to explore and investigate the things that interest them most. Children make good progress because the childminder regularly observes them as they play and assesses their progress. She uses what she sees to make sure children are provided with experiences that challenge them effectively. This helps them to achieve their next steps in learning. The childminder gets plenty of information from parents about children's individual needs when they start. This means she is ready to provide for their learning needs from the outset. The childminder continues to involve parents in their children's learning. She frequently discusses children's achievements and next steps in learning. This means parents are well equipped to continue to support learning at home.

Children's communication and language is generally promoted effectively. For example, the childminder talks to the children as they play, narrating what they do and asking questions. However, she is sometimes too quick to answer for children, not giving them enough time to respond. This limits their opportunities to express themselves as fully as

they might. They share books and the children are eager to join in mimicking the sounds and movements of the animals they see in the books. This helps to develop children's love and enjoyment of books and promotes their early interest in literacy. Children are beginning to explore mathematical learning as they build with the stacking cups, making tall towers with childminder's support. Children are experimenting with water pens, where they make marks on the special mat. They are particularly interested in technology. The youngest children delight in using the varied push button toys that play tunes and have flashing lights. The children demonstrate their understanding of the toys as they follow a precise sequence to get the desired sounds and coloured lights to operate. As a result, children develop skills that support their future learning.

The childminder uses her knowledge of how children learn through play and the areas of learning in the Early Years Foundation Stage framework to provide for their individual needs. Children make choices as they decide what they want to play with. Toys are within reach and this means children confidently move around the home choosing the things they need. Children enjoy outdoor learning in the childminder's garden. They regularly go outdoors where there is plenty of further learning. Children eagerly choose from an interesting variety of wheeled toys, slide and balls. The childminder remains close by to encourage, support and help the children to stay safe.

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

Children are happy, comfortable and secure in the childminder's care. They show the strong bonds that have developed, as they are confident to approach her for support and to involve her in their play. The childminder works hard to develop equally trusting relationships with parents. Therefore, they willingly share the vitally important information that she needs to ensure children's well-being. The childminder understands children's routines and knows how to settle and reassure them. This means children's emotional welfare is prioritised and they quickly settled into her home. Children are familiar with their routine. They happily prepare to go out to collect an older child from pre-school, sitting comfortably and securely in the buggy. The childminder manages behaviour well. She uses positive praise to help children understand when they are behaving well. She is encouraging and consistent in her approach. This helps to develop children's confidence and their social skills in readiness for learning in a school environment.

Children live a generally healthy life with the childminder. They are active indoors using the small toy buggies, walking their dolls from room to room. Outside they make use of the open space and the toys. Climbing in and out of the car involves lots of coordination, careful thought and sometimes the help of the childminder to get in successfully. The childminder follows appropriate hygiene procedures and practices that ensure children's general health. However, she does not consistently involve the youngest children in this at the earliest opportunity to promote their understanding. Consequently, they are not learning to protect their own health as soon as they might. For example, they do not routinely wash their hands before all meals and snacks as part of developing skills to manage their personal care needs. The childminder supports other aspects of children's growing independence well. She listens attentively and notices when they are tired,

hungry or thirsty. Children have their own cups within easy reach so they can help themselves to drinks. The childminder works with parents on children's nutritional needs. She offers snacks, some meals and some children bring a packed lunch. Children have healthy appetites and enjoy the snack of savoury biscuits and banana. They delight in feeding themselves and the childminder comments positively on how well they are now doing when they feed themselves at mealtimes. The childminder is careful to note any special requests regarding children's care, including foods. For example, one family has asked that their child does not have apples so the childminder always has a ready supply of alternative fruit.

The childminder prioritises children's safety and well-being appropriately. Her home and garden are safe and secure. She undertakes daily visual checks and regular recorded risk assessments to maintain safety. Practising the evacuation helps everyone to feel confident about what to do if there is an emergency, as they know they can get to a safe place quickly. The childminder helps children to learn about road safety when they are out walking in the village. This helps them to learn how to keep themselves safe as they become increasingly independent.

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

The childminder demonstrates a secure understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has reviewed the policies and procedures, updating them to ensure they comply with the latest requirements. This underpins her practice and helps to ensure the well-being of all the children in her care. The childminder shares her policies with parents so they are clear about her responsibilities and they can discuss any concerns with the appropriate people. She has a good understanding of safeguarding issues and is aware of the procedures to follow if she was concerned about a child. The childminder understands how to report any concerns about children or adults to the relevant agency. Children are also protected because the childminder ensures all adults in the home have undergone the appropriate checks and any visitors are logged.

The childminder is successfully monitoring the educational programmes for children to ensure that they make good progress from their individual starting points. She has an effective understanding of the learning requirements of the Statutory framework for the Early Years Foundation Stage. This enables her to provide effectively for children's learning needs. She shows a commitment to improve further the quality of provision by working with other professionals to evaluate the service. These reflections are beginning to have a positive impact on addressing any weaknesses and identifying possible training needs. Through evaluation, the childminder takes into account the views of children and their parents. She uses these when reflecting on the quality of her provision. The children say, 'I like the food', 'I like playing with the other children' and 'She is kind'.

Partnerships with parents are very strong. The childminder communicates verbally and provides parents with detailed written records of children's achievements. Parental

comments are positive and show the appreciation they have for the childminder's care of their children. Parents say that they are very happy with the childminder, she provides lots of activities in and outdoors and she is very patient and flexible. The childminder has longstanding relationships with local schools and pre-schools. This means they frequently share children's progress and learning goals because the childminder recognises the value and benefits in working together. This provides continuity for children who attend more than one setting and it supports children's progress towards the early learning goals.

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	222004
Local authority	Cambridgeshire
Inspection number	963106
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	28/10/2013
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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