

<b>Inspection date</b>	21/05/2014
Previous inspection date	25/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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**

- Children make progress in their learning and development as they are cared for in a well-resourced environment. Parents are involved in their children's learning.
- The childminder has a good bond with the children she cares for and a good understanding of how to keep them safe.
- Children are learning the importance of a healthy diet and lifestyle through regular hand washing, nutritious food and opportunities for outside play.
- The childminder completes self-evaluation and is aware of the areas of her provision she needs to develop.

### **It is not yet good because**

- Opportunities to support children who have English as an additional language to value their home language are not as well provided for.
- Monitoring and assessment of children's learning and development is not consistent enough to ensure precise and targeted learning opportunities are always provided.
- Where children attend more than one setting, the childminder has not developed robust links with the other providers to promote a consistent appropriate to supporting children's learning.

## 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 checked evidence of suitability of household members and qualifications of the childminder.
- The inspector took account of the views of parents and carers spoken to on the day and from written feedback.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector observed activities in the childminder's house and talked with the childminder and children.
- The inspector looked at children's observations and assessment records and a range of other documentation, including safeguarding procedures, risk assessments and the childminder's self-evaluation.

## Inspector

Julia Sudbury

## Full report

### Information about the setting

The childminder was registered in 2001 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 19 and 16 years in a house in Cambridge. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has a fish and hamster as pets. The childminder attends local toddler groups and activities. She visits the shops, park and library on a regular basis. She collects children from the local school and pre-school. There are currently seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am 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 meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen assessment and monitoring of children's learning and development to ensure children are robustly supported to make progress towards the early learning goals
- improve links with other settings to enable a two-way flow of information, to ensure a consistent approach to supporting children's learning and development.

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

- provide more opportunities for children with English as an additional language to use and value their home language.

## Inspection judgements

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

Children generally enjoy their time in the setting and are engaged in activities that stimulate them. Educational programmes cover the seven areas of learning. Children are happy and interested learners who are mainly working within their expected range of development. Where levels of development are below expectation the childminder has identified this and is supporting children adequately. Children are supported by the childminder to follow their own interests and as a result, spend sustained periods of time engaged in activities. For example, one child spends time digging and hunting for bugs, regularly returning to the activity. This ongoing support for their fascination with the natural world helps to strengthen the child's understanding and learning.

The childminder supports children's communication and language skills. She talks to children about what they are doing as they play, sensitively repeating words back or providing extra vocabulary. However, the childminder does not always provide experiences or resources to help children who have English as an additional language learn to value their home language. Children's physical development is supported by a range of opportunities. Younger children have space to crawl, while older children can run and climb while outside. Toys, such as, puzzles, threading beads and blocks for building towers enhance children's physical development. Children's personal, social and emotional development is well supported. The childminder gives regular praise and encouragement and shows delight at their achievements. As a result, children have high self-esteem and are developing skills that will support their readiness for school.

The childminder demonstrates an understanding of the children she cares for, discussing their current interests and next stages of learning. She collects information from parents when children start on what they enjoy and their current abilities. Daily discussions with parents mean they are aware of their children's learning. She keeps records of children's learning through photographs and short observations and uses these to plan for the next stage in their development. Progress checks at age two are being completed and shared with parents. However, other ongoing assessment is not always consistent enough to ensure that activities always fully challenge children. As a result, children make slower progress than they might otherwise do towards the early learning goals as teaching is always not targeted at prioritising children's next steps in learning.

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

The childminder's home is warm and welcoming and she shows genuine enjoyment in her role by joining in with the children's interests. The childminder has a flexible transition process, during which time she gets to know the child and family. She gathers information from parents to ensure their child's needs are met. As a result, children quickly settle in the childminder's home and demonstrate warm and caring relationships with her. The childminder ensures that children already in her care are involved in the transition of a new child by talking to them. This helps to ensure that all children are emotionally secure and ready for the next stage in their learning.

The childminder is a good role model, demonstrating care and support for the children she cares for. She gives clear messages about acceptable behaviour and intervenes appropriately. For example, reminding and supporting children to share resources. As a result, children of all ages are kind and caring towards each other. Children are learning about health and hygiene through activities and daily routines. For example, children are supported to wash their hands after using the toilet and before meal times. The childminder provides healthy snacks of fruit and children have free access to drinking water. This helps to ensure children remain well hydrated as they play.

Children's independence is well promoted because the childminder has provided a safe and secure environment, which enables them to freely move about as they play.

Furthermore, most resources are stored so that children are able to self-select from them. The childminder values outdoor play and this supports children to recognise the importance of fresh air and physical activity. On warmer days, children can move freely between the indoors and the well-resourced garden and can be seen making good use of this additional space. Children gain an understanding of risk as they explore the outdoor area, negotiating low steps and ride-on toys. The childminder makes good use of the local park and library and children have opportunities to develop their social skills through outings to local toddler and activity groups.

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

The childminder has a clear understanding of safeguarding procedures and how to keep children safe from harm. She has attended child protection training and keeps written procedures to follow in the event of concerns about a child's welfare. The childminder has risk assessments in place and safety features, such as stairgates. She carries out regular evacuation practises. Members of the household are vetted suitably and the childminder has a current first-aid certificate. As a result, children are cared for in a safe and secure environment.

The childminder completes self-evaluation of her practice and is able to talk about the areas of development needed. She attends local authority courses regularly and is part of a local childminding group. The childminder has made some progress since her last inspection, however, she recognises there is still more to be done. In particular, monitoring and assessment of children's learning and development is not consistent. This means that precise and targeted learning opportunities are not always provided for children.

The childminder communicates with parents around children's care and learning. For example, she shares policies and procedures when children start and she ensures parents know about their children's activities through daily feedback. This means children are supported in their stages of learning. Parents praise the childminder and say she offers a home-from-home environment and indicate they are pleased with the range of activities provided. However, where children attend more than one setting the childminder has not developed robust links. This means children are not always fully supported to make the very best progress in their learning and development.

### **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

<b>Unique reference number</b>	259640
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	876606
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/02/2009
<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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