

Inspection date

18/06/2014

Previous inspection date

09/09/2009

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

- The childminder promotes children's safety well because she has a clear understanding of safeguarding procedures, carrying out regular update training, and she conducts thorough risk assessments.
- The childminder has worked hard to improve the quality of teaching she offers children and is attentive to their needs, seeking to help them make progress through individualised learning opportunities.
- The childminder develops beneficial relationships with parents and keeps them up to date with their children's progress through a range of means. Useful information is shared, which offers children a consistent approach to their learning.
- Children learn to behave well and respect one another and their environment, as the childminder uses positive strategies to manage unwanted behaviour and encourages them to learn the house rules and how manage their feelings.
- The childminder develops warm, interactive relationships with children, who clearly trust her and feel safe in her care. She is a good role model and her positive demeanour creates a welcoming, inclusive environment within which children play and learn.

It is not yet outstanding because

- The childminder does not request meaningful learning and development details in the information gained from parents as children begin attending, which does not allow her

to plan for their initial learning on entry.

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 home and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in reference letters.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, one adult child and one child aged 15 years in March, Cambridgeshire. The whole of the house is used for childminding and there is an enclosed rear garden for children's outside play. The family has cats and birds as pets. The childminder attends a toddler group and other local activities. She visits the shops, park and library on a regular basis and collects children from the local schools and pre-schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. She operates all year round from 7.45am to 6pm, Monday to Friday, except Bank Holidays and family holidays. The childminder 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:

- enhance assessment of children on entry to the setting further, in order to gain information about each child's starting points and form a secure base upon which to identify and monitor each child's progress.

Inspection judgements

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

The childminder has worked hard since her last inspection and now offers children good quality teaching. She relates positively to the children in her care, working at their level and offering them valuable support in their learning. Children engage well in the activities offered as the childminder plans to provide resources and experiences which are closely aligned to their interests. She assesses children's engagement in activities, and rotates and changes resources to maintain their enthusiasm for learning. She makes careful observational assessments of what children enjoy and can do, and uses these effectively to evaluate their progress. As a result, children make good progress in their learning and development. The childminder collects some basic information from parents about children's interests and abilities before they join the setting. However, information about their learning and development to date is not comprehensively sought. This does not enable her to plan for children's individual learning from the outset. The childminder and parents share daily two-way conversations about children's well-being and learning. She also offers parents summary reports once per school term and shares the informative learning journals each child has, to extend support for their learning at home. Parents are fully involved in the progress check for children between the ages of two and three years, and this is completed in good time to inform the health visitor check for children.

Children enjoy a particularly broad range of activities across each area of learning to support their developing knowledge and understanding. For example, they enjoy trips out each week as they participate in local groups and visit the library. On the way to the park, children feed the ducks on the river. Children enjoy visits further afield, which offer them new and exciting experiences, such as to activity parks where they have fun on the 'bouncy pillow'. Children learn to use paint in different ways. For example, they use wooden blocks to print with, create ghost pictures from their footprints and make flowers out of their handprints for Mother's Day cards. Through these thoughtfully planned activities, the childminder develops their love of learning and motivates them to make good progress towards the early learning goals. Children develop their communication and language skills, and a love of books and reading, as they self-select books from the bookcase. The childminder reads with them daily, linking other activities to the stories they read to sustain their interest and help them make connections in their learning. Children become absorbed as they experience the feel of uncooked rice, coloured white and red in honour of the football World Cup. They develop manual skills as they use tools to fill containers, skilfully pouring scoops of rice into a narrow-necked container. The childminder encourages children's early speech as she offers single words during this activity, such as 'red' and 'white', 'pour' and 'scoop'.

Children who speak English as an additional language are supported effectively to develop their understanding of the common first hundred words. Through close partnership working with their parents, the childminder works out pertinent next steps in children's learning to focus on new language acquisition. Therefore, they make good progress in their learning and development. Children move about the home confidently as they explore their environment and, for example, find a colouring and drawing activity to do, or play on the see-saw in the garden. They easily access construction and sensory resources, puzzles and board games, as well as a range of other activities. This helps children to develop their mathematics and building skills, among others. The childminder sits with them as they explore all that is on offer, and extends the value of their play through her simple explanations, encouraging children to solve problems themselves. For example, she helps children work out how to attach a truck to a train without doing it herself. This means they are fully supported to find their own solutions and think creatively about their play. Therefore, children develop confidence in their own abilities and extend their listening and speaking skills, which supports them in the next stage of their learning.

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

Children settle comfortably into the childminder's home as she offers them a warm welcome and enjoys their company. Parents are encouraged to arrange settling-in visits to ease children's transition from home into the childminder's home. As a result, children feel secure and content and become confident learners. The childminder works closely with parents to find out about children's health and dietary needs, and keeps them appropriately informed about any accidents. Children behave well because the childminder provides them with consistent boundaries and positive encouragement. Her calm approach is reflected in children's demeanour and they respond readily to her. She encourages children to respect one another and learn how to be kind and share. The childminder has

created a stimulating and welcoming playroom, in which a wide range of good quality resources are well organised, labelled and accessible to children. This provides children with plentiful opportunities to develop as independent learners. As a result of the childminder's thoughtful approach to children's all-round development, they are well prepared for their future learning, including school.

The childminder encourages to children eat healthily as she talks to parents about meeting any particular dietary needs and the provision of healthy lunchboxes and snacks. Children learn about healthy eating through discussion with the childminder and participate in enjoyable activities. For example, they discuss foods that are good for them as they 'cook' in their play kitchen. As a result, children develop an early understanding of foods that help them grow up fit and strong. All children benefit from daily exercise and, during regular visits to local parks, they enjoy the challenges of larger play equipment and being in the fresh air. This supports healthy lifestyles and effectively promotes their physical development. Children learn to keep themselves safe. For example, before using the swing, the childminder teaches them to hold on tightly, so that they do not fall off. Children grasp the rope handles and beam widely as they enjoy the sensation of being rocked to and fro.

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

The childminder attends regular safeguarding update training to ensure she has a clear understanding of the procedures to follow should to keep children safe from the risk of harm. She keeps detailed written procedures to follow in the event of concerns about a child's welfare, which are also made available to parents. A flowchart is also posted on the parent notice board in the playroom, to use in the event of any concerns about a child. Children play in a safe, clean home because the childminder is conscientious about hygiene and assessing risks. She makes thorough daily checks of her home and garden, and ensures play equipment is safe and of good quality. As a result, children's safety is promoted well. The childminder has all the necessary underpinning documentation to meet the legal requirements. She is well organised and conscientious about record keeping. This enables her to effectively support children's care and learning.

The childminder evaluates the quality of her provision by taking note of how happy and engrossed younger children are and by talking to older children. She also enjoys relaxed, friendly relationships with parents and seeks their views about the service she provides. She is proactive about training and has decided on the courses she next wishes to complete, demonstrating her commitment to the ongoing improvement of her provision. To offer children more effective support in their learning, she has undertaken training in the how to implement the Early Years Foundation Stage. She also participates in online childminder forums, through which she has sourced information and activities which have helped to improve her teaching of early reading and extended her knowledge of phonics. The childminder keeps regular accounts of children's learning experiences, enabling her to effectively monitor their development throughout their time with her and as they approach the end of the foundation stage.

The childminder has established effective links with the local early years providers and school. For example, she talks to the local pre-school to find out about children's learning needs, enabling her to provide consistency in children's learning. Parents comment that they place great trust in the childminder and think very highly of her. They enjoy a good relationship with her and say that she is 'brilliant' with regard to the care of their children. They value the good progress their children make while with her and say their children are happy and 'never want to leave'. The childminder keeps parents well informed about children's activities through daily verbal feedback, regular reports and the sharing of their learning journals. She is flexible in her approach to individual families and seeks to meet their wishes. For example, she works with them to accommodate shift working patterns and to meet children's individual eating routines.

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	222781
Local authority	Cambridgeshire
Inspection number	876382
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	09/09/2009
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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