

<b>Inspection date</b>	03/06/2014
Previous inspection date	15/04/2010

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

- Close emotional attachments have formed with the childminder, which means children feel happy and confident to express themselves. Children are well safeguarded as the childminder demonstrates a clear understanding of her responsibilities for child protection and managing risk.
- The childminder has a good knowledge and understanding of how children learn and develop. She regularly assesses their skills and uses the information to plan for the next steps in their learning.
- The childminder has good working relationships with parents. She exchanges clear information about their children on a daily basis, which supports their ongoing welfare and learning.
- Clear systems for self-reflection have been embedded and the childminder demonstrates a positive commitment to improving the service she offers to children.

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

- Children have less opportunity to gain an understanding of other cultures and beliefs, as there are few toys and resources available to support this.
- There is scope to strengthen the relationships formed with other providers to support children's ongoing welfare, 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 observed activities taking place in the conservatory and dining room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's self-evaluation documents, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

## Inspector

Carly Mooney

## Full report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children aged 13 and 11 years in a house in Yaxley, Cambridgeshire. The whole of the ground floor and the rear garden are used for childminding. The family has two hamsters, a tortoise and fish as pets. The childminder attends toddler groups and visits the shops and park on a regular basis. She takes and collects children from local schools. There are currently 10 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am 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:

- support children through their play and resources to become aware of and explore ethnicity, culture and religion
- implement clear systems to strengthen effective links with other providers children attend to further support their care and learning.

## Inspection judgements

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

Children's play is supported by a good range of toys and resources, which are easily accessible to support independent choice. Children also have good opportunities to move freely between indoor and outdoor play areas as they wish, under the careful supervision of the childminder. Activities are provided which the childminder knows children will enjoy and she makes frequent use of the local community and beyond to enhance children's learning experiences. For example, story time at the local library and feeding ducks at a local nature reserve. The childminder's teaching practice is good and she demonstrates clear knowledge of the children she cares for. For example, she encourages children to take turns with her to build a tower with the wooden bricks, as this is an identified next step in their development to promote sharing and turn taking. She uses the words, 'my turn, now your turn' and praises and encourages children for listening and following her instructions. Furthermore, she extends their learning further by introducing new words, such as 'carefully' and 'balancing' to their vocabulary and encourages children to repeat the words they hear. As a result, their communication and language is promoted well.

The childminder supports children well in their play and sits down at their level. For example, they sit together to complete several jigsaw puzzles on the floor. The puzzles

provide good challenge and the childminder encourages children to problem solve by turning the pieces until they fit. She explains about the corners of puzzles and provides the picture on the box, as a visual aid for children to use as a guide. Children enjoy spending time in the childminder's garden, which provides them with good opportunities to develop their physical skills using a range of equipment. For example, small trampolines and ride-on bicycles. Children's understanding of valuing and respecting others is beginning to be supported through their play and they are able to learn about some other cultures and traditions, such as Chinese New Year. However, there is scope to improve upon the toys and resources available, which promotes a suitable understanding of their own culture and those of others.

The childminder has a secure knowledge and understanding of child development and the expected levels children reach at their different ages and stages. Children are assessed on entry through information given by the parents and the childminder's own initial observations. This enables suitable next steps to be identified right from the beginning. Regular assessment is in place, including a thorough progress check for children between the ages of two and three years at the age of two. These are discussed and agreed with parents, which means that they are kept well informed of their child's ongoing progress and can continue to enhance their children's learning at home. A suitable system for tracking children's progress is in place and shows children are making good progress in readiness for school.

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

The childminder has developed close, emotional bonds with children and their families, and warmly welcomes them into her home. She is friendly and approachable and children show they are confident in their surroundings, as they independently explore the playroom and garden. She helps children to settle by ensuring she gathers good information from parents, so that she has a clear understanding of their individual routines and interests. Daily discussions ensure that ongoing care needs continue to be met. Children are beginning to socialise with other children at local groups, which helps to prepare them for joining a pre-school or starting school in the future. Positive relationships are in place with schools children attend and relevant information is exchanged with teachers at collection time about the children's day. Younger children attend other settings. However, there is scope to build an even stronger relationship with the other providers to further promote children's well-being and to support the move to the next setting.

Young children are encouraged to make their own decisions and develop their independence. For example, at lunchtime, children are given two choices of sandwich filling and they state their own preference for playing indoors or outside. They are supported to put on and take off their own shoes and enthusiastically help to tidy away the toys when asked. This also helps children to gain an understanding of how to keep themselves safe, as the childminder explains how they need to make room for the puzzle on the floor and may trip on the toys. Children behave appropriately for their age and respond positively to the childminder's calm and consistent manner. She praises children when they do well, which encourages their confidence and self-esteem.

Children benefit from plenty of fresh air and exercise. They have daily opportunities to play in the garden and enjoy spending time at local parks and activity centres. The childminder occasionally provides meals, which supports a healthy, well balanced diet and parents are reminded when they provide food to adhere to the same ethos. Clear food hygiene practices are in place and the childminder is a good role model, as children see her washing her own hands before preparing food. She offers children guidance and support to help them learn practical hygiene routines to prevent the spread of germs and they use individual flannels when washing and drying their hands and face.

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

Children are safeguarded well as the childminder has a good understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates her ability to meet all requirements of registration, including those relating to people living on the premises and reporting significant events to Ofsted. The childminder has an informative range of policies and procedures in place to safeguard children and support their well-being. She is aware of the procedures to follow in the event of a concern and has completed training. The childminder has recently moved from one county to another. She has familiarised herself with the new county's local procedures for child protection and is intending to complete further local authority training later in the year. Appropriate suitability checks are in place for adults within the home and children are not left alone with people who have not been vetted. The childminder ensures that all adults are aware and adhere to her policies. Areas used by the children are suitably clean and organised and this enables them to move around the premises freely and safely. The childminder visually checks the premises to identify any potential risks and takes reasonable steps to ensure that hazards to children, both inside and outside the house, are minimised through a clear process of risk assessment.

The childminder demonstrates a secure understanding of the learning and development requirements, which ensures children make good progress while in her care. She has worked hard since her last inspection to meet the recommendations she was set and maintains a good standard of care and education for children she looks after. For example, parents now have greater opportunities to contribute to their children's learning, as assessments are shared and discussed on a regular basis. The childminder uses appropriate guidance to monitor children's progress and plan precise next steps in their learning to meet their individual needs. The childminder demonstrates a clear drive for improvement and through self-evaluation, identifies suitable areas for development, including training needs. Relationships with parents are positive and provide a good contribution to meeting children's needs. Parents input is valued and used well by the childminder to support children's needs and well-being when in her care. The childminder is flexible to meet parents' needs, including collecting and taking children home for parents who do not drive. Feedback is gathered in questionnaires and the childminder is currently reviewing the questions she asks so that all aspects of her care are covered. Good links have been forged with some other providers who also care for the children, although there is scope to improve other relationships so that children's learning and well-

being is fully supported. Overall, children have developed close bonds with the childminder who is attentive to their individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY398738
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	972278
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/04/2010
<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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