

Inspection date

Previous inspection date

03/07/2014

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

- Children make good progress in their learning and development as educational programmes cover the seven areas of learning and are tailored to their individual stages of development. Parents are involved in their children's learning.
- The childminder has a good bond with the children she cares for. Children are learning the importance of a healthy diet and lifestyle through regular hand washing, nutritious food and opportunities for outside play.
- Children are effectively safeguarded as the childminder is knowledgeable about child protection procedures. Risk assessments contribute to children's safety in the home.
- The childminder's self-evaluation accurately identifies areas for improvement that will have a positive impact on the children she cares for.

It is not yet outstanding because

- The childminder is further developing her skills in supporting the very youngest children to explore the natural world.
- Links with other providers are still being fully developed, meaning occasionally information to support continuity of children's learning and development is not robustly collected.

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 through 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 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and two younger children aged nine and two years, in a house in Warboys. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family have a dog as a pet. The childminder attends local toddler groups and singing sessions and visits the shops and park on a regular basis. She collects children from the local school and pre-school. There are currently seven children on roll, all 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 further improve the quality of the early years provision the provider should:

- promote further opportunities for the youngest children's exploration of the natural world
- build on links already made with the local pre-school to ensure all opportunities to support children's learning and development are fully used.

Inspection judgements

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

Children are happy and interested learners who are working within their expected range of development. Resources and activities are available across the seven areas of learning and are used well to support children's individual interests and stages of development. However, occasionally, the childminder does not fully support the youngest children in discovering and exploring the natural world. The childminder talks knowledgeably about the children she cares for, discussing their current interests and next stages of learning. She demonstrates a good understanding of how to support children's development. For example, the childminder enthusiastically talks to children about what they are doing as they play, responding to their early attempts at language and providing extra vocabulary. She sensitively guides and supports children as they attempt new skills, giving praise when they manage. Younger children have space to crawl and walk, while older children make good use of the trampoline outside. As a result of the childminder's teaching, children are acquiring the skills for the next stages in their learning.

Children are supported by the childminder to follow their own interests, as a result, they

remain engaged in activities. For example, children play with building blocks, returning often to the activity, which helps to strengthen children's understanding and learning. The childminder sensitively supports this ongoing interest through positive words of encouragement as children learn new skills. As a result, children have high self-esteem and are developing skills that will support their readiness for school.

Children's starting points are collected through discussions with parents when they start and the childminder's own early observations. She makes good use of this information to support and plan for children's ongoing learning. While the childminder has made links with the local pre-school, she has not engaged with them fully to include children's starting points. The ongoing learning and development of children is captured through observations and records of progress. This regular observation and assessment of children is accurate and is used effectively to plan for their next stage of development. As a result, children are making good progress towards the early learning goals, in readiness for school. The childminder provides daily feedback and talks regularly with parents about children's progress. This helps to ensure parents are actively engaged in supporting their children's next stages in learning.

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

The childminder collects detailed information from parents before children start, so she has a clear understanding of their routines, abilities and preferences. Consequently, children quickly settle in the childminder's home and demonstrate warm and caring relationships with her. They show confidence and security as they freely move around. They select toys and resources, asking for support when needed. The childminder has a flexible and robust transition process, during which time she gets to know the child and family. Ongoing discussions with parents mean that routines are adapted to meet the changing needs of children as they grow and develop. This ensures that continued, age-appropriate care is provided. Children who are moving onto school are supported through discussions and daily visits on the school run. 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. Children are learning about health and hygiene through activities and daily routines. For example, the childminder ensures parents provide healthy meals and snacks for children. Water is freely available, which keeps children hydrated. The growing of vegetables further supports children's understanding of where our food comes from. This helps children understand and value the importance of a healthy diet. Older children are encouraged to wash their hands before mealtimes, while the childminder cleans younger children's hands. The childminder gives clear messages about acceptable behaviour and intervenes appropriately, for example, supporting younger children to share resources. As a result, children of all ages are kind and caring towards each other.

The childminder values outdoor play. 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

and carefully negotiate the low step to outside. The childminder makes good use of the local park and library and supports children to learn about road safety in the local community. Children have good opportunities to develop their social skills through outings to local toddler and singing 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 is able to demonstrate she is knowledgeable about what she would do if a concern was raised about her practice. The childminder has attended child protection training and keeps written procedures to follow in the event of concerns about a child's welfare. She has risk assessments in place and safety features, such as stair gates and socket covers. Members of the household are vetted suitably and the childminder has a current first-aid certificate. Procedures to follow in the event of having to evacuate the house are in place and practised regularly. As a result, children are cared for in a safe and secure environment.

The childminder demonstrates a drive to develop her practice to enhance the learning environment provided for the children in her care. She regularly monitors and tracks children's progress and puts in to place her new learning, to further support children. As a result, children are making good progress towards the early learning goals. She attends local authority courses regularly and carries out self-evaluation of her practice. The childminder is able to talk about areas she has identified for improvement and the impact training has had. For example, she would like to enhance the learning environment outside following her attendance on a course about Forest Schools.

The childminder has good communication with parents and carers around children's care and learning and good partnerships have been established. During the transition process, she shares policies and procedures and talks about how she supports children's learning and development. Parents warmly praise the childminder and say she offers a good range of activities. She ensures parents know about their children's day and the activities they have engaged in through verbal feedback. Parents have the opportunity to view their children's learning record regularly. The childminder is in the process of developing home learning bags to further involve in all stages of their children's learning. The childminder has developed generally good links with the local pre-school and has agreed processes for sharing information on children learning on a regular basis. This helps to ensure a consistent approach to children's learning and development.

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	EY473760
Local authority	Cambridgeshire
Inspection number	953312
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
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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