

Inspection date

14/07/2014

Previous inspection date

03/02/2009

The quality and standards of the early years provision

This inspection:

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

- The childminder is vigilant about children's safety. She has robust procedures in place to keep children safe and provides a secure environment for them.
- Children thoroughly enjoy exploring and investigating the very good range of toys and activities. These are freely available in both the indoors and superb outdoor area and cover all areas of learning. This, along with good teaching strategies, fully supports and promotes children's good progress.
- The childminder interacts very well with children. Consequently, children form positive relationships with her and demonstrate good levels of confidence and self-esteem.
- The childminder is enthusiastic and shows a strong commitment to continually developing her practice to improve learning outcomes for children.

It is not yet outstanding because

- Partnership working with parents is not fully effective in promoting shared home learning, in order to extend children's learning further.
- There is scope to refine the planning system to ensure that assistants remain well-informed about how planned activities and resources are to be used to further support children's next steps in 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 observed a range of indoor and outdoor play activities, children having their snack and spoke to the childminder, her assistants and children at appropriate times.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, evidence of the suitability of assistants and adults who regularly visit the premises, a selection of policies, safety procedures and children's records.
- The inspector took account of the written views of parents.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Lorraine Pike

Full report

Information about the setting

The childminder registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She regularly works with her mother, who is her main assistant, and occasionally works other assistants, including her husband, when required. She lives with her family, which includes her husband, two adult children and a pet cat on the north side of Cambridge. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed outdoor play area. The childminder takes children on regular outings and visits the shops, library and park on a regular basis. She collects children from the local schools and operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. There are currently 14 children on roll, nine of whom are in the early years age group. The childminder supports children who speak English as an additional language. She is a member of the local childminding network group.

What the setting needs to do to improve further

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

- enhance children's learning experiences further, by extending partnership working with parents, to include provision of more ideas for them to extend children's learning at home
- refine the planning systems by adding more detail about how resources will be used to further support children's continuing progress and next steps in learning.

Inspection judgements

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

The childminder promotes children's learning and development well. Individually tailored settling-in sessions enable her to work closely with parents to establish children's individual starting points, interests and preferences. This helps her to plan a broad and balanced range of enjoyable learning experiences. The thoughtful introduction of an interest table for planned topics enhances children's understanding. For example, as part of a seaside topic, younger children enjoy the sensory experience of exploring how shells and damp sand feels in their hands. Older children use non-fiction books to find out about sea creatures and use the shells to make patterns and arrangements. The childminder and her assistants, through their enthusiasm and fun nature, instil in children a positive attitude towards learning. Children communicate very effectively through their rapidly emerging vocabulary because the childminder and her assistants place a strong focus on fostering their communication and language skills. They spend a significant amount of time engaging in purposeful dialogue with children and are particularly skilful in adjusting

their speech in relation to the age and understanding of individual children. They provide a running commentary using simple sentences linked to actions that enables younger children to learn the meaning of new words. Children's understanding is further reinforced as the childminder uses simple sign language for key words.

The childminder and her assistants provide children with their undivided attention and know when it is appropriate to intervene in their play to support and extend their learning. Children's personal, social and emotional development is promoted well as the childminder and her assistants encourage children to take it in turns to speak during group time. Older children use complex sentences to recall their previous visits to the seaside and have great pleasure explaining how they got wet in the water. This means that children listen to each other and demonstrate friendly behaviour as they take it in turns to speak. Children develop increased physical control and coordination as they use a range of different sized containers to fill and pour water into a water wheel. They are keen to find out how to operate the valve on the water wheel to stop the water flowing. The assistant skilfully challenges them to think critically by asking open-ended questions. Therefore, they are motivated to find out how it operates for themselves through trial and error. As a result, children demonstrate the characteristics of effective learners as they have a can do attitude and work out that they need to push the valve shut. The childminder and her assistants understand the importance of consolidating children's learning as they provide ample time and opportunities for children to practice and perfect their new skills. Consequently, children are keen to learn and make good progress in readiness for school, whatever their starting points. Children who speak English as an additional language also continue to make good progress, as the childminder has learnt some key words in their home language and supports their understanding through visual prompts, such as photographs.

The childminder creates a stimulating and interactive environment that helps children to develop good foundations for reading and writing. For example, children develop a love of books as they enthusiastically select one to share with the childminder. In addition, children begin to make links between letters and sounds as older children write their own names on their artwork, using their individual name cards to copy from. The childminder sounds out individual letters for them and praises them for their achievements. As a result, children are beginning to form recognisable letters and continue to be motivated to keep on trying until they are happy with the result. The childminder maintains detailed development records in children's learning journeys with both written and photographic evidence of their achievements. She uses an effective system to consistently track children's progress, which enables her to promptly identify any potential gaps in their learning. The childminder uses this information well to identify appropriate next steps in children's learning. However, she does not use this information to the optimum as planned activities and resources do not clearly identify how assistants are able to fully utilise resources and activities to further support children's individual next steps. Partnerships with parents are strong as the childminder and her assistants have built a trusting relationship with them. The childminder provides parents with an exceptionally detailed written review of their children's progress following completion of the progress check for children between the ages of two and three years. Daily communication through discussions means that children's changing needs are well known. In addition, parents are provided with the option of a daily diary detailing children's learning and care routine.

However, systems to extend children's learning further by expanding on ideas to engage parents in opportunities for shared home learning are not fully in place.

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

Children are warmly welcomed into this nurturing and caring home. They are made to feel part of the childminder's family as their creative work is attractively displayed. In addition, all children have a personalised drawer, peg and clothing bag in which to store their belongings. The childminder is clear about the importance of developing secure attachments and supporting children's smooth transitions from home. She talks to parents about children's routines and needs, to ensure she and her assistants understand how to meet them. Children show through their play and interactions with the childminder and her assistants that they feel secure. They turn to them for reassurance when needed and clearly enjoy learning and playing together as they laugh and smile. This leads to trusting relationships and a strong sense of belonging. Children have equal opportunities to choose from a wide range of appealingly presented and organised good-quality toys and activities, all within easy reach. Consequently, children are able to make independent choices. The outdoor area is a delightful extension of the indoor environment and provides children with daily opportunities for fresh air and exercise. The childminder recognises the importance of providing purposeful and developmentally appropriate resources to stimulate children's learning. She has installed artificial grass and a canopy to protect children from the sun. This enables children to enjoy this superb area in all weathers. Older children perfect their balancing skills as they carefully place one foot in front of the other to balance along a low narrow beam. The childminder provides interesting equipment, such as a large pirate ship, to encourage children to climb and manoeuvre their bodies through the openings. In addition, it provides a secure base for younger children to pull themselves up. Push-along toys and a low-level step linking the outdoors to the childminders home further stimulates and provides appropriate challenge.

Children's welfare is of paramount importance to the childminder, which helps children to follow a healthy lifestyle. Children are learning to be independent in managing their own care as they wipe their face after eating and wash their hands before lunch. They know that they must wash their hands 'in case there are germs'. Children receive a good range of healthy, nutritious snacks and meals, which the childminder freshly cooks. Children play an active part in planning their meals as the childminder incorporates their suggestions in subsequent weeks. Parents share information about children's dietary requirements and good attention is paid to supporting any children with food allergies. Meals are a social occasion where the childminder and her assistants sit with children at the table. This helps them to develop good social skills as the childminder encourages children to use good manners. Children's independence is promoted well. For example, time is taken to help children learn to put on their own shoes and manage their own clothing. In addition, they take it in turns to be the special helper of the day, where they are encouraged to help the childminder set the table for lunch. These are practical skills which contribute to children's readiness for the next stage in their learning, such as starting school or nursery.

Children demonstrate they are developing skills to keep themselves safe and take responsibility for their environment as they enthusiastically help to tidy toys away when they have finished playing. Children develop an increased awareness of personal safety as they walk sensibly to the park and local environment. Children are well behaved as the childminder and her assistants help them to understand positive ways in which to behave. They have a calm manner and use age-appropriate techniques to quickly re-direct any negative behaviour. For example, the childminder asks children to help her with a task or offers them an alternative activity to distract them. Being aware of the boundaries and expectations adds to children's sense of well-being. Children develop good self-esteem and confidence because of the genuine praise and encouragement they receive for their achievements. They are also awarded with a sticker, which they proudly add to their sticker charts.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Children are very well safeguarded because the childminder is rigorous in her implementation of the procedures which she and her assistants have in place to protect children from harm. The childminder provides support, advice and guidance to her assistants on an ongoing basis. As a result, they understand the procedures to follow if they have concerns about a child. This means that children's welfare is effectively monitored. All of the required suitability checks are in place for the childminder's assistants and adults in the household, including the childminder's father, who visits the home regularly. All visitors to her home have their presence recorded, and the good organisation of her assistants ensures that the correct ratios are maintained and children are supervised at all times. The childminder implements robust risk assessments for all areas of her home and outings. This includes a robust procedure that permits only cold drinks to be consumed by adults while children are present. This ensures that children enjoy a safe, well-maintained and hygienic play and learning environment. The childminder has devised comprehensive written policies and these are regularly shared with parents to further support the childminder's practice.

The childminder has a good understanding of the learning and development requirements. Planning is flexible and mainly takes account of children's interests, next steps and preferences for learning. This ensures that they make good progress towards the early learning goals. The childminder is enthusiastic and professional. She attends regular training and keeps up to date with early years issues, by discussing practice with other professionals at regular childminder network meetings. As a result of her further training, she has gained additional knowledge to enable her to plan exciting activities, to enhance children's imagination and stimulate their senses by introducing an impressive mud kitchen in the outdoor area. She also encourages her assistants to attend courses to further their knowledge and understanding of childcare initiatives. The childminder ensures that she consistently shares good practice with her assistants and closely monitors their performance. She is highly reflective as she continuously evaluates her practice and monitors children's progress. This means that she effectively identifies her strengths and

areas to develop. The childminder has successfully addressed all previous recommendations from her last inspection. This demonstrates her very positive attitude towards maintaining ongoing improvement in quality for children. She has a clear plan in place for future development. Both parents' and children's views are valued and respected as part of the childminder's self-evaluation process. Parents complete a questionnaire, which the childminder uses to gather additional feedback, and children express their views through their drawings. Furthermore, the childminder uses her accurate observations of younger children to refine her practice.

The childminder establishes generally strong partnerships with parents as she shares children's progress with them at regular intervals, to celebrate their achievements. In addition, she consults them about every aspect of their children's care through verbal exchanges and daily diaries. Parents are extremely happy with the service and care their children receive. They describe her as a 'considerate, patient and very caring' person and comment on the positive influence and excellent start she provides for their children's development. The childminder is fully aware of the need to form positive working relationships with other provisions where children attend if the need arises. She has formed strong partnerships with teachers of the schools that children move to. For instance, she welcomes them into her home to visit children. This enables the childminder to share children's detailed learning journeys and discuss their individual progress and learning styles. This helps to maintain continuity in their care and learning. The childminder has had previous experience of working with specialist professionals and recognises the positive impact this can have on children's welfare and learning.

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	EY377036
Local authority	Cambridgeshire
Inspection number	858407
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	03/02/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

