

<b>Inspection date</b>	18/07/2014
Previous inspection date	24/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The quality of teaching is outstanding because the childminder uses skilful questioning techniques to encourage children to think critically and creatively. This leads to children who are enthusiastically motivated and eager to learn.
- Children are provided with a truly stimulating and enabling environment, where they play with a wealth of high quality resources. As a result, children explore, investigate and experiment as they play making rapid progress in their learning.
- Partnership with parents is excellent, ensuring children's individual needs are identified from the beginning and well supported through their time at the setting.
- Children have highly developed social skills because the childminder is an excellent role model. They are genuinely concerned, caring and affectionate towards each other and the childminder. As a result, peer relationships are very strong.
- Children's safety and well-being is given extremely high priority and the childminder is very knowledgeable about safeguarding procedures. She works very well with her co-minder to ensure all children are well-supervised at all times. Consequently, children's well-being and safety are exceptionally well promoted.
- The childminder aspires to improve her practice and provision. She is proactive in seeking to undertake further training to enhance her already extensive knowledge. Therefore, she is able to provide a rich and varied programme of experiences for children in all areas of 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 activities in the childminder's house, and talked with the childminder and children at appropriate time throughout the inspection.
- 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 carried out a joint observation with the childminder.
- The inspector took account of the views of parents and other professionals, as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's hardcopy self-evaluation form.

## Inspector

Elke Rockey

## 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 husband and two adult children in a house in Cambridge, Cambridgeshire. The whole of the ground floor, three bedrooms on the first floor and the rear garden are used for childminding. The family has no pets. The childminder usually co-minds with her husband who is also a registered childminder. She attends a toddler group and activities at the local children's centre, and visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 22 children on roll, 10 of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3.

### What the setting needs to do to improve further

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

- enhance the already excellent early reading opportunities for children in the outdoor area, for example, by adding signs and labels, so that children continue to practise their emerging reading skills in various contexts.

## Inspection judgements

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

The childminder has an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. The quality of teaching is outstanding and she has an expert knowledge of how young children learn. The childminder provides highly effective activities and experiences to extend children's learning in all areas. She carries out frequent observations and precisely assesses children's learning, ensuring next steps are challenging for each individual child's abilities. The childminder keeps dedicated and interesting learning journals for the children in her care. She gathers and shares comprehensive initial information, with parents detailing and recording children's starting points. Assessment is rigorous and includes the mandatory progress check for children aged between two and three years. Every three months, an extensive learning summary is completed and shared with parents. The childminder records next steps, which she shares with parents who support the targets at home, comment regularly and contribute to their children's learning. The childminder communicates frequently with local schools and nursery schools about children's learning, ensuring that children's individual needs are exceedingly well met. The childminder provides learning journey information to other settings that children attend, on leaving her care. Children benefit from a superb continuity of care and learning and, as a result, children make remarkable progress and are exceptionally well prepared for future learning.

The childminder sets exceptionally high standards for herself and the children, and effectively supports them through all stages of learning. The childminder constantly engages children in conversation. She has superior ability in using open-ended questions, with a wide range of possible answers, to stimulate children's thinking skills and imaginations. For example, children play in the outdoor mud kitchen, mixing soil and water together saying they are making pies. The childminder asks several questions, such as 'how are you doing that?' and 'what else will you add?' This conversation develops into a discussion about the difference between fruits and vegetables, extending children's knowledge about nature. The children have sufficient time and space to become engrossed in their play and fully explore to their satisfaction. Older children measure and pour water between various containers. Babies are able to squeeze, push and make marks in the mud, immersing themselves in the sensory experience. The childminder offers metal pots and wooden spoons at an appropriate time, and babies continue to explore the effect of the items together and with the mud. The childminder sits down with the children, extending their vocabulary by naming the actions and noises. This highly effective support means children's communication and language development is promoted especially well.

The childminder encourages children's creative development in a practical and imaginative way. For example, while children are sharing a swing with two seats, she challenges them to think of a song that has a swaying motion. The children think of boat songs and sing together with the childminder. Children demonstrate they are motivated to learn. The excellent resources mean children are able to access all types of play provision. Children share the computer seat and independently negotiate whose turn is to complete the programme. Felt alphabet letters stuck with velcro are on the wall down low, and children explore and handle these carefully and enthusiastically as they link their own names with the initial letter. Reading materials and labels are abundant indoors. However, there is scope to further extend opportunities for children to experience more emerging reading activities, for example, by adding signs and labels to the outdoor area or simple recipes to the mud kitchen.

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

Children demonstrate an exceedingly strong sense of security. They form very close relationships with the childminder, her co-minder and each other. Children demonstrate in their behaviour that they feel safe and are confident to move freely around the setting. Highly comprehensive information about children is gathered on entry, from parents, to ensure children's needs are well known and met. Pictures of all children's families are on display, recognising and respecting their backgrounds and uniqueness, giving them a sense of belonging. This builds on the children's self-esteem and supports children's emotional well-being. This emotional security prepares children for their move on to school exceptionally well from an early age.

Children enjoy the security of routines, and the flexibility to choose where, with whom and what they want to play. They enthusiastically make choices over their play, as they confidently select high quality toys and resources from the well-organised, low-level storage units in the dedicated play room. Children are highly independent with their own

personal care routines. They know they must wash their hands after messy play, going to the toilet and before eating. Hygiene is extremely important and the children dry their hands on paper towels. Nappy changes are efficient and hygienic. As a result, children are well protected from cross-infection. The childminder promotes children's healthy lifestyle exceedingly well. Balanced, nutritious homemade meals are prepared fresh on the premises. Children understand the need to eat their savoury before having a small treat. Water bottles are available inside and out for children to drink from as they need. Children benefit from fresh air and exercise, going to the park or freely choosing to play in the garden. An excellent range of resources promote their all-round physical development, such as a climbing frame and painting materials.

Children display highly developed social skills. The childminder is an excellent role model for children as she leads by example, teaching good manners and setting boundaries. The care, concern and affection that children show for each other is genuinely heart-warming. For example, when babies explore paintbrushes, older children remind them 'not in your mouth.' They then show the babies the appropriate way to paint on the pavement and encourage them to copy. Children sit themselves on a double swing and remind each other to 'hold on tight or you might fall off and you could break your leg'. Children can confidently explain why they need to stand outside in the garden when practising a fire drill. They demonstrate a keen awareness of their own and other's safety. The childminder closely monitors sleeping babies, visually and audibly, through a video monitor. Children are kept safe through implementation of highly comprehensive risk assessments.

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

The childminder is highly organised and thoroughly understands the safeguarding and welfare requirements of the Early Years Foundation Stage. She has an excellent knowledge of safeguarding, and her policies and procedures. The childminder shares all policies and procedures with parents, ensuring they understand the expectations and, therefore, underpinning the professional relationship. Safeguarding children is paramount as she demonstrates a thorough understanding of her role and responsibility in protecting children from harm. Clear, concise written documentation is in place to support any safeguarding issues and all contact details for the relevant agencies are on display at all times. In addition, the childminder attends up-to-date training to ensure knowledge is current. Extremely comprehensive risk assessments are carried out on the childminder's home and for outings. She reviews and amends assessments as needed, implementing any new safety measures, therefore, promoting children's safety. The childminders at this joint childminder setting work extremely effectively together. For example, continuous communication about the location of themselves and the children, and what they are all doing actively supports children's health, welfare and development.

The childminder has developed her practice over a number of years. She holds an early years qualification, and uses her expert knowledge and experience to provide high quality care and education for the families registered with her. The childminder is highly motivated, continuing to develop and improve her already outstanding service. She has a strong desire to build on her own professional development, and has already identified

areas for improvement, and attends training courses and workshops regularly. Children and parents give their views daily through verbal exchanges, and by way of regular questionnaires that consider the voice of the child. The childminder monitors children's learning closely using appropriate guidance documents. She knows the children extremely well and is able to provide an exciting educational programme that enthuses and motivates children. As a result, children are developing a positive disposition to learning.

The childminder establishes excellent relationships with parents. The childminder consults with them daily, on arrival and collection times, and informs them frequently about their children's learning and development. Parents frequently contribute to their children's learning and are aware of how to extend it at home. These highly effective exchanges enrich children's learning, enabling parents to feel part of their children's daily experiences. Parents state that the childminder 'always puts children's well-being first' and 'the progress of their children is fabulous'. New parents, considering registering children, compliment the behaviour of the attending children during a visit. The childminder has robust partnerships with other professionals, such as other providers, that children attend, and speech and language therapists. This means that children are supported at the earliest opportunity to effectively close any gaps in their learning and promote further progress.

### **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>	222803
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	854619
<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>	22
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/10/2008
<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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