

Inspection date

06/08/2014

Previous inspection date

25/02/2009

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 safeguarding children and their safety. She has robust procedures in place to keep children safe and provides a secure environment for them.
- Children are active and inquisitive learners. They engage in a wide range of interesting learning experiences, which the childminder plans effectively to reflect their interests and promote their good progress. She uses good teaching strategies to support their learning.
- The childminder establishes very good relationships with children. They are happy and settled in her care as she creates a fun and nurturing environment.
- The childminder is enthusiastic and shows a strong commitment to continually developing her practice, in order 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.
- The childminder does not maximise the partnership with other providers where children attend so that children's learning and development is shared more and used to further support their 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 and spoke to the childminder and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
The inspector looked at children's assessment records, evidence of the suitability of adults living at the premises, and 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 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Milton, Cambridgeshire. The family has a pet dog. The whole of the home is used for childminding with the exception of the first floor study. There is an enclosed garden for outdoor play. The childminder takes children on regular outings and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder operates all year round from 8am to 5.30pm, Monday to Thursday, except Bank Holidays and family holidays. There are currently seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder has a relevant childcare qualification at level 3. She receives support from the local authority and 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 children's learning experiences further by extending partnership working with parents, in order to include provision of more ideas for parents to extend children's learning at home
- develop further the partnership with other providers where children attend so that information about what children are learning is shared and used to further support their learning.

Inspection judgements

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

The childminder has a secure understanding of the Early Years Foundation Stage and promotes children's learning and development well. She works 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. As a result, children are engaged in worthwhile and purposeful play at all times and they make good use of both the indoors and outdoors for learning. This helps them progress in their development as they gain the characteristics of effective early learners, which prepares them well for their eventual entry to school. The childminder, through her enthusiasm, instils in children a positive attitude towards learning. Children communicate very effectively through their rapidly emerging vocabulary because the childminder is effective in fostering their communication and language skills. They chatter happily with the childminder and each other as she spends a significant amount of time engaging in purposeful dialogue with them. She frequently asks children to recall their previous experiences. As a result, they

begin to use complex sentences which reflect the breadth of their experiences. The childminder teaches children the early stages of reading as they express a keen interest in the diverse range of books available. Children are engrossed in her storytelling as she effectively uses intonation in her voice to read them their chosen books and points out specific words. She uses good teaching techniques to challenge children's thinking and their understanding of the world. For instance, children are inquisitive as they identify and make comparisons between themselves and the characters in the book. The childminder answers their questions honestly and clearly. Consequently, children's understanding of differences is enhanced and negative stereotyping is avoided.

Children play an active role in planning for their future learning. The childminder listens well to their suggestions. Consequently, she provides interesting and stimulating activities and resources that capture their interest. For example, children help the childminder to build a den in her garden and suggest ideas to furnish it with a toy kitchen and keys to open it with. Children have great fun and become absorbed in their play as they mix soil and water together to create mud cakes. They learn to solve problems through trial and error because the childminder asks them open-ended questions that challenge their thinking. Children learn how to use one-handed tools, such as a large pipette to suck up water from a bucket. They are motivated to keep on trying when they are initially unsuccessful, because the childminder provides them with high levels of praise for their efforts. As a result, their confidence is increased and they discover new and better ways of using the pipette to suck up the water. Children develop increased physical control and coordination as they use their hands and spoons to add soil to their cakes. They pour water from bottles and carefully transport their cakes to the toy oven to cook. The childminder is skilful in using everyday routines and play opportunities to support children's personal, social and emotional development. Children develop good relationships with each other as they work together to arrange the toppings on their pizza for lunch. They take good account of each other's preferences, being careful to keep their preferred toppings within their half of the pizza. Children develop a sense of responsibility as the childminder encourages older children to help younger ones spread their tomato sauce to the edge. The childminder teaches children simple mathematical concepts, such as size and space, as she asks them to sprinkle small amounts of cheese between their toppings.

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 track children's progress, which enables her to identify any potential gaps in their learning and monitor their progress. The childminder uses this information well to identify appropriate next steps in learning and plan activities to successfully promote their future learning. Additionally, the childminder provides parents with a short written review of their children's progress following completion of the progress check for children between the ages of two and three years. Partnerships with parents are generally strong. Daily communication through discussions and the sharing of children's learning and development mean that their changing needs are known. The childminder also completes a daily diary detailing children's learning and their care routine. However, systems to extend children's learning further by expanding on ideas to engage parents in opportunities for shared learning at home are not fully in place.

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

Children are warmly welcomed into the childminder's nurturing and caring home. New children settle well and the childminder gives both the parents and children time to become familiar with their new surroundings. She recognises the uniqueness of individual children as she talks to parents about children's routines and needs to ensure she understands how to meet them. Children show through their play and interactions with the childminder that they feel secure. They turn to her 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 demonstrate high levels of independence as they move freely around the childminder's home and choose whether to play indoors or outdoors. Children enjoy the childminder's sensitive interaction in their self-chosen play. This enhances their enjoyment of activities, as she makes suggestions to extend these, such as role play. Children have equal opportunities to choose from a wide range of good quality toys and activities. They make independent choices from the childminder's 'what shall we play with today?' file and help her to set these up. The childminder frequently reminds children that they are able to make independent choices throughout the day. This ensures that they have consistent access and choice of toys and activities.

The childminder helps children understand positive ways in which to behave. She has a calm manner and uses age-appropriate techniques to ensure children develop good skills for the future. Therefore, children do not become frustrated and act as positive role models for other children as she encourages them to share and to be kind to each other. Being aware of the boundaries and expectations adds to the 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. The childminder awards children with a sticker for their individual charts as they achieve each of their specific goals. The childminder provides children with daily opportunities for fresh air and exercise in the garden; they excitedly take it in turns to spin the wheel of board game to discover their next action. For instance, they hop like rabbits, run at speed on the spot and complete a series of star jumps. As a result, children learn different ways of moving their bodies and the effect of exercise, as they become out of breath. In addition, they take daily walks or ride scooters and bikes to local schools to collect children. Visits to the local park enable them to build up their large physical muscles as they run freely and use large equipment, such as a slide and balancing apparatus.

Children receive a good range of healthy nutritious snacks which the childminder provides. They also grow their own fruit and vegetables in the childminder's garden. This helps them to understand where food comes from and that it is good to eat. Children have access to fresh drinking water at all times to keep them well hydrated; this supports them in developing a healthy lifestyle. 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. These skills contribute to children's readiness for the next stage in their learning, such as starting school or nursery. Children learn about good hygiene practices as they wash their hands after playing outside or touching the family dog and before eating. They 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. The childminder regularly reminds children of how to keep safe. For example, she encourages them to hold onto the rail as they walk slowly up and down the stairs and reminds them of the importance of applying sun protection on sunny days.

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

The childminder fully understands her responsibilities in meeting the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. She also demonstrates a secure understanding of the local safeguarding procedures. The childminder takes positive steps to safeguard children's welfare. She is confident in her knowledge and knows how to record and make a referral to the relevant agencies if required. Written policies and procedures are in place to support her practice. She shares and agrees these with parents, which means that they are informed about the childminder's responsibilities. The childminder promotes children's safety well and risk assesses her home and the outings she takes children on, to help ensure that they are safe at all times. She takes robust steps to keep them safe. For example, she has installed safety gates to prevent younger children accessing the stairs and kitchen. In addition, children participate in regular emergency evacuation procedures. The childminder monitors these to evaluate their effectiveness.

The childminder has a good understanding of the learning and development requirements. Planning is flexible and takes account of children's interests, next steps in learning and preferences. This ensures that they make good progress towards the early learning goals. The childminder is enthusiastic and professional and has a strong commitment to continually develop her practice, while making learning fun for children at all times. She attends regular training and keeps up to date with early years issues by discussing practice with her local authority development worker and with other childminders. As a result of her further training, the childminder has enhanced her knowledge and skills of providing an improved environment to stimulate children's curiosity and imagination. She is highly reflective as she continuously evaluates her practice and monitors children's progress. She has successfully addressed all recommendations from her last inspection. This demonstrates her positive attitude towards maintaining ongoing development to improve the quality for children. She has a clear plan in place for future development. These include attending further training and refining the recording of children's observations and assessments to further inform her accurate planning. Both parents' and children's views are valued and respected as part of the childminder's self-evaluation process.

The childminder establishes generally good partnerships with parents as she shares their child's progress with them at regular intervals, to celebrate children's achievements. In addition, she consults them about every aspect of their children's care through daily verbal exchanges and sharing of information in their daily diaries. Parents are full of praise for the care the childminder provides. They appreciate her nurturing and very warm personality, and comment on the positive influence she has on their children's development. They feel well informed about their children's care and progress. The

childminder is aware of the need to form positive working relationships other provisions where children attend. For example, she exchanges information in relation to children's achievements and welfare with them. However, this partnership is not as robust as it could be so that the childminder can support children's next steps in learning taking place in other settings. The childminder is fully committed to building positive partnerships with other agencies, in order to support children's welfare, such as the local children's centre and health professionals.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	222016
Local authority	Cambridgeshire
Inspection number	866011
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	25/02/2009
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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