

Inspection date

Previous inspection date

08/08/2014

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 development because the childminder knows them well and provides a supportive learning experience that is well tailored to their needs.
- Children have developed strong emotional bonds with the childminder. As a result, they feel safe and secure.
- The childminder is fully aware of her responsibilities to keep children safe. She has a secure understanding of child protection procedures and ensures children play in a clean, safe and welcoming environment.
- The partnerships with parents are good because the childminder communicates with parents well and involves them in their children's learning.

It is not yet outstanding because

- The childminder does not make the most of her garden to fully promote children's learning experiences across all the areas of learning. For example, she does not resource it or provide activities to teach them about nature, the seasons and life cycles.

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 the activities and children's interactions with the childminder.
- The inspector looked at the areas of the home used for childminding purposes.
- A range of documentation was checked, including the childminder's suitability and training, some policies and procedures and the children's records.
- The inspector spoke with the childminder about her self-evaluation.
- The inspector took into account the views of parents through testimonials and the children's shared daily diaries.

Inspector

Veronica Sharpe

Full report

Information about the setting

The childminder was registered in 2012 and lives with her husband and three children aged seven, 14 and 15 in Upper Cambourne, Cambridgeshire. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is able to offer overnight care. Minded children have use of the ground floor of the home and there is an enclosed garden for outdoor play. There are five children on roll, of these; three are in the early years age range. The childminder supports children who speak English as an additional language. She offers her childminding service each weekday, all year round.

What the setting needs to do to improve further

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

- extend children's outdoor learning experiences by ensuring there is a broader range of resources and activities available that thoroughly cover all the areas of learning.

Inspection judgements

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

The childminder provides a supportive learning environment that enables children to follow their own interests and make good progress in their development. She knows the children well and understands their differing needs and learning styles. This enables her to provide activities that motivate them so that they become active learners who are well prepared for school. Each child has a learning record that illustrates clearly the broad range of activities they enjoy. These are shared with parents so they know about their children's achievements. Additionally, parents receive detailed feedback through daily diaries that enable them to fully share in their children's learning. The childminder completes a progress check for children aged between two and three years. This helps her to measure children's progress and address any developmental concerns.

The childminder uses her good teaching skills to enthuse the children and promote their engagement in new activities. For example, she encourages children to explore their senses using cooked pasta, play dough or rice. The childminder places a strong emphasis on children's physical development. She takes children to parks and play areas on a daily basis and encourages them in active, outdoor exercise in her garden. Children develop their smaller muscles as they have fun grasping and stacking blocks and making peg puzzles. The childminder has a selection of books available so children can learn to enjoy handling and exploring them. This helps to develop their interest in literacy. She and the children sit together to explore the stories and have fun pointing out the characters. Children's communication and language is supported well because the childminder engages them in conversation. She promotes their confidence by echoing their words and

giving them lots of praise. The childminder knows some of the diverse languages children speak. This helps her to support their growing skills in their home languages as well as English.

Children enjoy creative activities where they can learn about colour and design, for example, they use sponges to explore paint during art activities. The childminder introduces children to numbers by counting out loud and using mathematical language, such as more and less, or bigger and smaller. As a result, they develop their mathematical skills well. The childminder makes use of her garden to promote children's interest in active, outdoor play. Children benefit from some interesting experiences, such as water play and exploring the properties of compost. However, the childminder does not make best use of her garden to promote other aspects of children's learning, such as their understanding of nature, the seasons and growth and change.

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

Children benefit from strong emotional attachments to the childminder. They clearly enjoy her company and seek her out for reassurance. Gradual settling-in procedures enable children to build their confidence as they move from home into the setting. The childminder asks parents for detailed information about their children when they first start. She finds out about their care routines and their likes and dislikes so she is able to fully meet their needs. The childminder's home is carefully organised to enable children to move around freely and make independent choices. They have easy access to a good range of toys that reflect their individual interests, such as a box of cars and favourite story books. Babies play safely because the childminder supervises them closely as they begin to move across the floor and explore their surroundings. The childminder is a good role model to the children. She treats them with kindness and respect and encourages them to do the same. During their play young children learn to share and take turns so they are well prepared for their later move into nursery and school.

Children's good health is supported well by healthy snacks and drinks. Parents mainly provide the meals and the childminder works closely with them to ensure that meals are healthy and varied. The childminder talks to older children about the benefits of healthy food choices to support their healthy lifestyles. Children learn to keep themselves safe, for example, they regularly practise the emergency evacuation procedure. The childminder takes children to local toddler and activity groups where they develop their relationships in a wider social network. She provides activities that help children learn about each other and talks to them about other languages and cultures. As a result, they have good opportunities to develop their understanding of other lifestyles. When children first start the childminder finds out about their home languages from parents. She uses these in the setting, reinforcing their understanding in English to effectively value and support both languages.

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

The childminder has a secure understanding of safeguarding procedures and the possible signs of child abuse. She has clear written policies to inform parents of her responsibilities to keep children safe. Children's welfare is further promoted because the childminder keeps records of accidents and any pre-existing injuries. The childminder conducts robust risk assessments to ensure children play safely in the home and on outings. She keeps children under close supervision as they play to protect them from harm. Evidence of suitability checks that have been completed for herself and her family are available to reassure parents.

The childminder effectively evaluates the service she provides and demonstrates an enthusiastic commitment to developing her knowledge. She identifies areas for improvement and effectively addresses them. For example, she has attended a workshop to increase her understanding of physical development for children under two-years-old. As a result, she has enhanced younger children's opportunities to be active. She asks parents and older children for their views and uses their comments to improve the provision for all children. The childminder evaluates children's activities and routines regularly, to ensure they effectively meet children's learning needs.

The childminder has developed good two-way partnerships with parents. She provides them with a broad range of relevant policies and procedures that give them a clear understanding of the childminding service. She has effective procedures for sharing children's routines and activities with parents and carers. For example, they have daily discussions and share a comprehensive daily diary. Parents indicate they are pleased with the quality of the provision. They say the childminder is dedicated to their children and promotes their vocabulary well. The childminder has not needed to develop links with other early years providers as yet. However, she shows a clear understanding of the value of such links. She has developed a relationship with school teachers and finds out about class lesson plans. This enables her to promote continuity of learning for older children in school.

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. 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	EY443456
Local authority	Cambridgeshire
Inspection number	885726
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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