

Inspection date

07/08/2014

Previous inspection date

22/07/2009

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

- Children make good progress in their learning and development. This is because the childminder knows the children well and understands how they learn through play and investigative opportunities.
- The childminder builds strong, warm, respectful relationships with the children who attend her setting. This means children feel valued and are confident to learn and try new things.
- The childminder provides a welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Children are protected as the childminder is very knowledgeable about child protection procedures and has robust procedures in place in relation to the safe management of her setting on a daily basis.

It is not yet outstanding because

- Sometimes the next steps in a child's development are not always planned for and followed up.
- Some of the resources are less well organised which means children have fewer opportunities to access toys and equipment independently which can disrupt the flow in their activities.

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 looked at a range of documentation including children's observations and assessment records, evidence of suitability of household members, safeguarding procedures and risk assessments.
- The inspector observed activities in the childminder's house and in the garden, and talked with the childminder and the children.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took into account the views of parents.
- The inspector reviewed and discussed the childminder's self-evaluation.

Inspector
Gail Warnes

Full report

Information about the setting

The childminder was 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 in a village close to Ely in Cambridgeshire. The ground floor of the home is used for childminding and there is a fully enclosed garden for outside play. There are 18 children on roll, four of whom are in the early years age range. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group, takes children to the library and the local park. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder 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 already good progress even further by sharpening the focus on following through all identified next steps
- enhance the organisation of resources to promote more independence in children's access to toys and equipment to support their continuous activities.

Inspection judgements

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

Children are happy and engaged in a variety of activities in the childminder's home and on outings to the park, library and toddler groups. The childminder has a sound understanding of children's needs and interests, and takes these into account when providing activities. For example, children are interested in wildlife and enjoy investigating the pond in the garden where they count and name frogs and tadpoles. As a result of this teaching, they are learning about life cycles of different creatures and are beginning to develop care and concern for living things and the environment. This is further supported as they are provided with information texts about wildlife, which the children enjoy sharing with the childminder. This supports their reading skills and younger children begin to learn that written texts convey meaning. Children enjoy playing in a very well-resourced outdoor environment. They play on the swing, build dens on the climbing frame and scoot round the garden on a range of wheeled toys, including toddler sit and ride toys, scooters and bicycles. This means children's physical development is well catered for, and they enjoy being outside, saying that they prefer being at the childminder's house rather than going to the park.

The childminder has a good understanding of the seven areas of learning in the Early Years Foundation Stage. There is a clear system to evidence and track children's learning through accurate and effective observations. Sometimes however, not all the identified next steps in learning are acted upon, and whilst this is not often, occasionally opportunities to extend children's learning to its highest level are missed. Children do make good progress however, and demonstrate the characteristics of effective learning. Children enjoy playing with small world toys and figures and begin to act out their own experiences, such as pretending to look after a baby, and have tea. The childminder appropriately joins in play and skilfully introduces vocabulary to extend children's development in communication and language. She uses effective questioning to check children's understanding, and to challenge their thinking. Children's mathematical development is supported as the childminder counts how many chairs there are in the doll house, and asks children to compare the size of the chairs to the people. This also encourages children to think critically. Children have easy access to a range of written texts, including story books, and information texts. A child selects a book and finds a quiet space to enjoy it. The childminder supports children who are beginning to read by encouraging them to read school books with her. Children enjoy manipulating soft dough and create games with it, using other toys to develop their play, such as cars and figures, and using the dough to create a landscape and track. Older children support younger children's involvement in the activity, demonstrating the childminder's commitment to inclusion.

Children with special educational needs are well supported. The childminder effectively uses different teaching strategies to meet children's specific needs, and is compassionate and supportive of parents. Children with English as an additional language are also supported well. The childminder takes time to learn key words and phrases of the child's home language to promote communication and language skills. Partnerships with parents are a key strength. Parents are involved in identifying children's next steps in development, and contribute to children's observations from activities at home. Parents' contributions are highly valued and play an important part in gaining the most accurate picture of children's all-round development. The childminder is passionate about supporting parents as well as children, and provides suggestions of activities for parents to try at home to further their involvement in their children's learning and development. Parents state they are well informed about their children's progress, both verbally and through daily diaries which they are encouraged to contribute to.

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

The childminder is warm and welcoming and develops positive relationships with children and their parents. This is particularly effective when they first come to the setting. Settling-in procedures are effective and tailored to the individual needs of each family. The childminder understands the importance of children feeling safe, secure and confident before they can show an eagerness and readiness to learn.

Children independently follow good hygiene routines and are gently reminded to wash their hands after playing outside. Children's intimate care needs are sensitively met.

Children bring their packed lunch to eat at the setting, and enjoy choice and freedom to eat it indoors or outside. The childminder provides a range of healthy snacks, such as cucumber and fruit, and sits with the children when they eat, joining in easily with their conversations as they discuss the previous day's activities. This supports children's emotional well-being and they feel secure in their relationship with the childminder. The environment is stimulating, child-friendly and very well resourced. Most resources are stored at low level to encourage children's independent engagement, however, some resources are not so easy for children to access. This means children's independent and spontaneous choice of activity is not always maximised. There is free flow access to the outdoor area which is very well resourced to support children's physical development and investigations into the natural world. This demonstrates the childminder's understanding of the positive impact that being outdoors has on children's well-being.

Inclusion is treated as a high priority. As a result, children learn to be accepting of each other's similarities and differences, which is role modelled by the childminder very well. Children's behaviour is managed very well. The childminder is calm and relaxed, and gets down to the children's level. There are clear boundaries and expectations of behaviour. The focus is on mutual trust and respect, and children are praised frequently for their efforts and achievements. Children are well prepared for their move to other settings and school. This is because the childminder supports children's growing independence in self-care, and makes frequent visits to the pre-school and school, which helps children to become familiar with these environments and the adults. This means children's individual needs are known when they start at the new setting, and supports children's well-being as they adjust to periods of transition and change.

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

Safeguarding arrangements are strong. The childminder understands her role in protecting the children from harm and is aware of what she is required to do should she have any concerns about children's welfare. Her written safeguarding policy is shared with parents and is implemented well in her setting. Her implementation of a separate internet security policy is effective in ensuring children are protected from risk whilst using information and communication technology at her setting. It also clearly sets out her requirements regarding the use of mobile phones, which is acknowledged and signed by all parents. Daily safety checks and risk assessments are carried out on the premises, and on outings, so children are protected. All persons over the age of 16 years, who live on the premises, or visit regularly, are appropriately vetted to ensure their suitability to have regular contact with children. Fire drills are completed regularly with children so they know what to do in the event of a fire or emergency. All required documentation to meet the welfare requirements of the Early Years Foundation Stage is in order to ensure the smooth running of the setting.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She has a good understanding of how children learn and develop and as a result she implements effective

teaching practices which supports children's development well. She maintains clear records of children's achievements and progress, and identifies next steps in children's learning and development which is shared with parents effectively. Sometimes, however, not all the identified next steps in learning and development are acted upon and followed through.

Self-evaluation is effective, and the childminder takes into account the views of parents and the early years development worker in planning improvements for her practice. The childminder wishes to develop further her observations, assessments and planning, and ideas from recently attended training are being implemented into her practice. Partnerships with parents are strong and contribute significantly to the good progress children make. The childminder strives to develop good relationships with other professionals involved in children's lives which provides continuity and every opportunity for children to reach their full potential. Feedback from parents and children is overwhelmingly positive. For example, children comment that they love playing with their friends here and enjoy making dens. Parents appreciate the flexibility the childminder provides for their individual needs and comment on the good progress their children make.

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	221980
Local authority	Cambridgeshire
Inspection number	871295
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	22/07/2009
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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