

## Inspection date

27/06/2014

Previous inspection date

09/07/2009

## 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 feel safe and secure in the childminder's care due to the strong, emotional attachments that have formed. Children are happy, confident and relaxed in her company.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of child development. She provides interesting activities linked closely to children's interests and individual needs.
- Positive, friendly relationships with parents have formed, which supports children's ongoing needs. A good exchange of daily information takes place and they see their children's learning journals on a regular basis.
- The childminder demonstrates a secure understanding of how to safeguard children in her care and understands the procedures to follow should she have concerns.
- The childminder is committed to continuing her professional development in order to benefit children's experiences and improve practice.

### It is not yet outstanding because

- Occasionally, during activities children's thinking skills are not fully encouraged, as the childminder does not give enough time for them to respond to her questions.

## 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 taking place in the lounge and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the childminder's self-evaluation documents, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

## Inspector

Carly Mooney

## Full report

### Information about the setting

The childminder was registered in 2002 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 Elm, on the outskirts of Wisbech, Cambridgeshire. The whole ground floor of the house and the rear garden are used for childminding. The family has a cat, corn snake, hamster and fish as pets. The childminder attends a toddler group at the local children's centre. She takes and collects children from the local school and nursery. There are currently 18 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays. She 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:

- maximise all opportunities to fully support children's thinking skills by ensuring they are always given sufficient time to respond to questions.

## Inspection judgements

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

Children are happy and at ease in the welcoming environment, where the childminder is attentive to their individual needs. They explore their surroundings in confidence and choose activities they are interested in from the varied range of toys and resources available. The childminder has a good understanding of how children learn and ensures activities are based on their interests, enjoyment and development needs. Teaching overall is good. For example, children who are interested in writing their name are given good opportunities to do so in fun activities, such as using fingers in shaving foam and gloop. Babies growing interest in books is strengthened by visiting the library to borrow new books to read with the childminder in her home. Children's communication skills are developing well and they confidently talk to each other and the childminder. She supports these skills as she talks to children constantly during activities and in general supports their learning well through appropriate questioning. However, occasionally children are not given enough time to respond to the childminder's questions, which does not fully encourage their thoughts and ideas during play. For example, during a painting activity, children are given insufficient time to think about the new colour they have made when they mix two colours together.

The childminder makes good use of the village facilities to further enhance children's learning experiences. They attend several local groups for socialising with their peers and to further participate in a range of activities, such as messy play. Children visit the library

and spend time on a large expanse of grass next to the childminder's home to develop their large physical skills. For example, kicking a football. Children have also visited adventure playgrounds and more recently a farm park, which has ignited young children's interest in animals, which the childminder is now enhancing further through a range of planned activities. A suitable range of resources are in place to help children gain an awareness of the diverse society in which they live.

The childminder has implemented clear systems for assessing and tracking children's progress. She is aware of children's immediate interests and plans accordingly to suit these through a monthly play plan, which is adapted to include children's consistently changing development needs. The childminder observes children in their play and keeps a record of their achievements, linked to the early learning goals and supported by photographs. Parents are given regular opportunities to read the information relating to their children's learning and receive daily feedback, both verbally and through diary sheets. A written check of children's progress between the ages of two and three years is shared with parents and their input is valued.

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

The childminder's good practice ensures that children develop close bonds and emotional attachments to her and her family. She speaks gently and kindly to children during their play and they enjoy close contact, such as sitting on the childminder's knee to enjoy a story. All children approach the childminder with ease and are able to communicate their own wants and needs confidently, for example, when they are thirsty or have eaten enough lunch. The childminder provides a fully inclusive service to all children attending and ensures she gathers clear, precise information from parents at the start of children's placements so that individual children's needs are thoroughly addressed. Children attend other settings and the childminder has clear systems in place for sharing information to promote children's well-being and ensure that learning needs are met. For example, she meets with children's key persons every term to discuss progress.

Children's independence is encouraged from an early age. A choice folder is used for resources not readily available due to space and children know where their shoes or boots are kept and make good attempts to put them on. They learn about good hygiene practices and use paper towels to prevent the spread of infection when they wash their hands. Main meals are primarily provided by parents. A range of healthy snacks and drinks, such as fresh fruit and raw vegetables, are supplied by the childminder. Children have worked hard to plant, grow and harvest a good variety of vegetables in the garden, such as sweetcorn and runner beans so that they gain a clear understanding of where food comes from. The childminder also incorporates other areas of learning, as children understand about recycling by using yoghurt pots to sow their seeds in. Children have regular opportunities to access the childminder's garden and spend quality time in the fresh air on walks and other outings.

The childminder uses effective behaviour management strategies. She speaks to children in a pleasant manner, which they respond well to and they behave appropriately for their age. They show kindness and consideration towards their peers, even from a young age.

For example, a toddler fetches another child's shoes when getting ready to collect other children from nursery. Children welcome the childminder's praise and encouragement during activities, which instils confidence and self-esteem. They respond well to a 'smiley box' reward scheme, posting their 'smiles' for their achievements and receiving a small gift after gaining 10 'smiles'. Children's safety is a priority, both within the home and on outings. Ratios are met and they are well supervised by the childminder as they move around the home. They learn about safe practices, such as road safety, when out and about on walks and following the childminder's clear rules for walking sensibly.

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

Children are safeguarded well as the childminder has a good understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates her ability to continue to meet all requirements of registration, including those relating to the number of children allowed to care for. She is aware of the procedures to follow in the event of a concern and ensures children are never left alone with people who are not vetted. However, not all requirements of the Childcare Register are met as the childminder's safeguarding and complaints procedures are not shared with parents in writing. The childminder's home is secure, clean and well maintained. Children are kept safe and protected from harm, as areas the children use are monitored regularly through thorough risk assessments and daily visual checks of the premises.

The childminder has been caring for children a number of years and since her last inspection has gained a suitable childcare qualification. This ensures she is able to provide quality learning experiences in her own home, which enables children to make good progress in their learning and development. The childminder uses appropriate guidance to monitor children's progress and plan precise next steps in their learning to meet their individual needs. Since her last inspection, the childminder has embedded a system of self-evaluation and assesses and reviews her practice on a regular basis. Areas for improvement are realistic and benefit children's experiences in the setting. The childminder is committed to enhancing her professional development through attending regular training, such as equality and diversity in planning.

Relationships with parents are positive and provide a good contribution to meeting children's and their family's needs. Parents are well informed about their child's day through verbal discussions at collection time and the daily written information. Good links with other providers delivering the Early Years Foundation Stage have been forged and relevant information shared. Overall, children are cared for by a warm and caring childminder, who provides them with a good range of interesting activities they enjoy.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY233805
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	979851
<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>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/07/2009
<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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