

## **Inspection date**

Previous inspection date

28/08/2014

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 learning and development, because the childminder has a good understanding of how children learn through play and investigative opportunities.
- The childminder builds strong attachments with the children she cares for. Children are learning the importance of a healthy diet and lifestyle through good hygiene practices, nutritious food and opportunities for physical exercise inside and outdoors.
- Children are kept safe in a secure environment. The childminder demonstrates a good knowledge and understanding of safeguarding procedures and all other aspects of safety.
- The childminder is keen and committed to persistently developing her practice to build on and extend the learning and development of the children in her care. She regularly reviews and discusses children's care requirements with parents and is flexible to their needs.

### **It is not yet outstanding because**

- The childminder sometimes does not give children sufficient time to respond to questions or to fully express their own ideas and thoughts.
- Partnerships with other early years settings that children attend are not maximised to fully support their continuity 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 looked at all areas of the premises used for childminding.
- The inspector looked at evidence of suitability of household members and a range of other documentation including policies.
- The inspector discussed with the childminder how she delivers the educational programmes and supports children's positive development.
- The inspector observed a range of indoor and outdoor play activities, children eating their lunch and spoke to the childminder and the children at appropriate times.
- The inspector looked at children's assessment records, a selection of policies, safety procedures and children's records.
- The inspector reviewed the childminder's self-evaluation form.

## Inspector

Gail Warnes

## Full report

### Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged five years, in Chatteris, Cambridgeshire. The whole of the ground floor, the bathroom, one bedroom on the first floor and the rear garden are used for childminding. The family has a pet cat. The childminder attends local toddler and activity groups and lives in walking distance of the local school and pre-schools. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. 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 the already good teaching by giving children more time to think and formulate their responses to questions and express their own ideas
- strengthen partnerships with other early years settings children attend in order to promote a more collaborative approach so that children can achieve their full potential.

## Inspection judgements

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

Teaching is good and children are making progress given their capabilities and starting points. The childminder has a sound understanding of the seven areas of learning and development of the Early Years Foundation Stage, and is enthusiastic and motivated to engage children in their learning. Children especially enjoy arts and crafts activities with the childminder and they are proud to point out some of their creations which are prominently displayed. The childminder skilfully builds on children's interests and encourages them to talk about activities they have enjoyed at home. For example, children play with soft dough using shape cutters to create sea creatures, and use sea shells to press patterns in the dough whilst describing recent visits to the seaside. The childminder encourages children to share their favourite things about the seaside by using effective questioning techniques which check children's understanding and develops their vocabulary. However, sometimes the childminder does not give children sufficient time to respond before asking the next question or offering ideas. Consequently, opportunities to extend children's learning to its highest level, and to further develop children's critical thinking are not always maximised. Children enjoy a range of activities, trips to the park and regular visits to stay and play groups with the childminder. The children demonstrate the characteristics of effective learning, and the childminder's enthusiasm motivates the

children to develop a positive attitude towards learning. Consequently, children develop a range of skills to support their future education at school, when the time comes.

The childminder ensures activities are appropriate for the range in ages of the children attending the setting. For example, younger children enjoy exploring natural objects, selecting pine cones and sea shells which they turn over in their hands and examine intently before placing in baskets. There is a wide and varied range of books available that takes account of children's varying ages and stages of ability. This includes board and soft books for younger children and early readers for the older children to hone their reading skills. Additionally, familiar, everyday words are displayed prominently to support early reading for all children who enjoy participating in recognising letter sounds and some simple words. Children enjoy building with blocks, counting the blocks, recognising the shapes and colours and creating patterns with different shapes. Consequently, children's individual needs are well met and the childminder is skilful in extending children's learning through play, relative to their stage of development.

Parents contribute to identifying children's starting points on entry and the childminder establishes strong relationships with parents. The childminder maintains good records of children's progress which parents review regularly, and are encouraged to contribute to. This means parents are well informed of their children's progress and any developmental delays are swiftly identified. The childminder's accurate assessments of children's progress inform planning for their next steps which means children's specific learning needs are well addressed. The childminder knows the children in her care very well and consequently, their individual needs are well met.

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

Children are happy and thoroughly enjoy themselves because the childminder establishes warm and respectful relationships with the children who enjoy spending time with her. Settling-in sessions are used effectively to understand each child's individual needs and to establish a secure bond with children. This is because the childminder understands that children need to feel safe, secure and confident before they show an eagerness and readiness to learn. This means children's emotional well-being is supported effectively, ensuring the smoothest of starts for them.

The childminder has high behavioural expectations and is consistent with all children. As a result, behaviour is very good, and children learn to respect each other. Children are confident and play well together. The childminder makes effective use of praise and children feel valued. Consequently, they are ready to learn and explore the environment. The childminder supports children's growing independence and as a result children are emotionally well prepared for the next stages in their learning.

The childminder effectively promotes a healthy lifestyle. Children are regularly reminded to wash their hands before and after eating and when engaged in messy play activities. The childminder provides a varied and nutritious diet, and uses every opportunity to discuss the benefits of eating healthily and the reasons for following the effective personal care routines. Children enjoy regular physical activity inside and outside, dancing, running and

playing at the park. The childminder encourages the children to notice and understand the effects of exercise on their muscles and heart, and how this contributes to being healthy. Children become independent in their personal hygiene requirements and younger children's intimate care routines are sensitively met.

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

The childminder has a strong understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Her policies and procedures are robust and underpin the safe and efficient operation of her service to help to ensure the well-being of children. The childminder shares these with parents so they understand her responsibilities. She has a clear understanding of the procedure to follow should she have any concerns about a child. The childminder has a current paediatric first-aid qualification and is able to give suitable treatment in the event of a medical emergency. Thorough risk assessments are undertaken and include reference to the appropriate use of information and communication technology, helping to ensure the children are safe and secure. Children's safety is further assured as the childminder ensures that she and any other adults in the household have undergone the required vetting procedures including the Disclosure and Barring Service checks.

The childminder has good relationships with parents and understands how this impacts on the continuity of care and learning for children to achieve their potential. However, relationships with other early years settings that children attend are less well established. This means opportunities to ensure a consistent joined up approach to support children's opportunities to reach their full potential are not fully maximised.

The childminder has a good understanding of the learning and development requirements. She effectively monitors children's progress and as a result of her accurate assessments, any gaps in progress are quickly identified. She implements targeted activities to ensure gaps are closing. The childminder is motivated to improve her provision to ensure she provides the best service to parents, and the best opportunities for children. She has identified relevant training courses which she wishes to attend shortly to develop her practice further. She recognises how developing relationships with other early years providers will better support the children in her care and has plans to enhance the existing relationships.

### **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

<b>Unique reference number</b>	EY476067
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	961770
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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