

<b>Inspection date</b>	11/09/2014
Previous inspection date	29/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The quality of teaching is consistently high. The childminder uses her expert knowledge of the children, and the areas of learning, to deliver rich, varied and exciting experiences to stimulate and challenge children.
- Children make rapid progress because assessments are sharply focused and monitored, involving parents and carers to target children's next steps. Appropriate interventions are sought, ensuring any gaps in children's progress are swiftly closed.
- The childminder has a highly effective system for settling children into her care. As a result, children form strong, secure and enduring attachments.
- Children are exceptionally well protected because the childminder has detailed knowledge of local safeguarding procedures and implements highly effective methods of protecting the welfare of children.
- The stimulating and welcoming environment is extremely well resourced and accessible, which promotes children's learning and development indoors and outdoors. Children develop self-confidence and are well supported for the next stages in their learning.
- Partnerships with parents and other professionals are extremely focused and effective in supporting children's care and learning and development. Consequently, children benefit from a consistent and collaborative approach which means their needs are exceptionally well met.
- The childminder implements a highly effective system of self-evaluation to support continuous improvement.

## 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 had a tour of the ground floor areas of the home and garden, with the childminder.
- 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 having their snack and spoke to the children and the childminder at appropriate times.
- The inspector looked at children's assessment records, safety procedures and children's records and reviewed the childminder's self-evaluation.
- The inspector took account of the written views of parents.

**Inspector**  
Gail Warnes

## Full report

### Information about the setting

The childminder has been registered since 2006 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two children aged six and 14-years-old in Cambridge. The ground floor of the home is used for childminding. There is an enclosed outside play area. There are currently four children on roll, all of whom are in the early years age range. The childminder operates between 8am and 6pm, each week day, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and holds a relevant early years qualification at level 3.

### What the setting needs to do to improve further

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

- enhance the extremely good partnerships with parents further by sharing guidance with them regarding their child's use of information and communication technology devices at home.

## Inspection judgements

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

The quality of teaching is expertly focused to challenge and develop the children who attend this setting. Parents are effectively involved in identifying their children's starting points, and continue to contribute to their children's learning and development through regular discussions and sharing of information with the childminder throughout their time at this setting. Assessment of children's progress in their learning and development is sharply focused and any gaps in development are swiftly identified. The childminder is extremely knowledgeable about how children learn and develop. She provides a rich and varied range of activities and experiences which take account of children's interests and individual stages of development to promote their rapid progress. Children are motivated and enthusiastic to join in activities and the childminder uses every opportunity to weave in the learning and development possibilities. For example, children enjoy a painting activity outside in the garden where they explore colour and investigate shapes. The childminder skilfully develops children's vocabulary by asking appropriate questions which check their understanding and develop their thinking. A child exclaims they have painted a circle and the childminder responds warmly, recognising the shape and describing other objects of a similar shape, known to the child, such as the wheels on a car. She skilfully extends children's numeracy awareness as together, they discuss the number six. The childminder encourages them to have a go at painting the number and recognising the round shape within it. When a child shares their painting of a dragon, the childminder encourages the child to consider the dragon's features in comparison to their own. The child excitedly adds the eyes and a nose to their creation.

Children enjoy a well-resourced environment which supports learning opportunities inside and outdoors. It is organised effectively to promote children's choice and support their interests because toys and resources are easily accessible for children. Consequently, play is uninterrupted and open ended. This means children have time to follow their interests and ideas, to play and explore, and to develop friendships with each other. The provision is wholly child centred with a strong emphasis on children acquiring communication, language, physical and social skills. The children are highly engaged in the, rich and varied experiences the childminder provides. Consequently, children's daily interactions and communication with others is significantly enhanced. The childminder supports this further by arranging children to sit together at snack and meal times. Such occasions are used as rich learning opportunities for communication, socialisation and independence. Children are encouraged to make their own choices in snacks and meals provided, which supports their growing independence and self-confidence. Children are exceedingly well supported for the next stage in their learning. Parents comment that their child is 'very much ready to start school'.

The childminder is meticulous in documenting and tracking children's progress in their learning and development, and she knows the children exceedingly well. Consequently, any gaps in progress are swiftly identified. The childminder is extremely knowledgeable, passionate and experienced. As a result, she uses a variety of teaching practices, and seeks appropriate professional intervention in partnership with children's parents, where required to meet children's specific needs and promote their all-round development. As a result, any identified gaps in development close rapidly. Children get the best possible support to achieve their best potential. Partnership with parents is a key strength. The childminder quickly establishes effective relationships with parents to ensure a collaborative approach to the children's learning and development. Parents regularly contribute to identifying the next steps in children's learning and development. The childminder promotes parental involvement in children's learning at home through sharing activities for parents to engage with their children at home which support their development. She responds sensitively to parents' requests for advice with care routines at home such as developing healthy sleep routines and supporting children's independence in self-care such as using the toilet.

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

The childminder establishes highly effective settling-in procedures which are sensitively tailored to each family's individual needs. She uses the information she obtains from parents at the point of admission, together with parent's contributions during settling-in visits, to establish baseline assessments and identify children's starting points. She supports parents and children during the first few days by using secure mobile phone technology to share photos and messages of children's activities and well-being to give parents peace of mind and reassurance that children are settled. The childminder establishes warm, respectful and caring relationships with the 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. The children are extremely fond of the childminder and enjoy spending time with her. She develops lasting bonds with the

children, who make secure attachments with her. This means children's emotional wellbeing is extremely well supported, and provides the smoothest of starts.

The childminder provides a very safe and secure environment. Children are encouraged to play and explore, as the childminder teaches them how to stay safe and learn about the risks they may encounter. Children are encouraged to develop friendships with each other. Consequently, they learn about each other and begin to value their differences and similarities. The childminder has high expectations of behaviour, and superbly models good manners and is consistent in her calm approach to remind children of how to behave well. Children benefit from frequent praise and positive reinforcement of good behaviour. The childminder is attentive to children, watching and listening continuously, which means she recognises when children behave positively and gives instant recognition of this, to promote their self-esteem. Children play cooperatively together, taking turns and chatting animatedly as they act out their own experiences, such as stopping for petrol in the car. Children are extremely well supported to develop confidence, a positive self-image and to manage their behaviour which means they are emotionally well prepared for the next stage in their learning.

The childminder promotes a healthy lifestyle at every opportunity. Children spend significant amounts of their time outdoors, enjoying fresh air and physical activity. The recent addition of a summer house enhances the outdoor environment and ensures children's enjoyment of activities is not interrupted in more adverse weather, as children continue to enjoy messy play activities outside. The childminder offers an extensive range of fresh fruit and vegetables at snack and meal times, such as, blueberries, strawberries, carrot and cucumber sticks. Fresh drinking water is readily available and children begin to understand the importance of physical exercise and healthy foods. The childminder is stringent with food preparation ensuring hygienic practices are followed and has recently been awarded a five star food hygiene assessment by the local authority environmental health department. Children are sensitively supported to develop independence in self-care and personal hygiene routines, preparing them effectively for their move to other settings and, eventually, school.

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

Safeguarding arrangements are extremely strong. The childminder is sharply focused on providing a safe environment and promoting children's safety. Children are very well protected. The childminder is very knowledgeable about child protection procedures and has a robust system in place to document and report any concerns she may have to the appropriate organisations. The childminder has robust and rigorous procedures in place to safely manage her provision. This includes the security arrangements she has in place for the use of information and communication technology equipment and mobile phones. She has not considered sharing some of the highly effective strategies with parents to support their understanding of security when children use electronic devices, such as hand-held computers and internet-linked games consoles and phones, at home. Appropriate safety equipment is installed, and the childminder routinely assesses risks in the environment and for all outings. Children learn about keeping themselves safe when out and about as

the childminder seeks every opportunity to teach them appropriately about safe practices when crossing the road. She practises and documents fire evacuation procedures frequently to take account of children's attendance patterns, ensuring that all children are familiar with the process. Sampled documentation and records are exceptionally well maintained, giving a firm indication that all required documentation is robust and in place. Consequently, children's safety and welfare is exceptionally well protected.

The childminder is driven by an aspiration to provide highly enjoyable, varied and creative experiences for the children who attend. There is strong evidence in the documentation, and through continuous professional development, that the childminder strives for excellence. The childminder has accurate and active self-evaluation procedures. She seeks the views of parents and children regularly to identify areas for improvement. A targeted programme for professional development is effective in improving the childminder's provision. She seeks every opportunity to develop her knowledge, and the impact of the training she receives is clear in the very high standards of her practice.

The children are the focus of this setting and the childminder continually seeks ways to provide interesting and stimulating experiences for them. She has an excellent understanding of her responsibilities in the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. Her astute assessments of children's progress are sharply focused to identify next steps in learning and development, for which she provides targeted activities. Parents and carers are fully involved in their children's care and learning journal through strong and effective partnerships with the childminder. Learning journals record, document and track children's progress through the many varied and rich experiences she offers them, with many photographs depicting their learning journey. These are given to the children when they leave the setting and give a meaningful and true reflection of their early years experiences.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY331384
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	862484
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/01/2009
<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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