

## Inspection date

Previous inspection date

15/09/2014

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

- The childminder gives high priority to promoting children's communication and language development. She speaks slowly and clearly, sensitively adjusting her speech in relation to children's level of understanding. This helps children to develop listening skills and clear speech.
- The childminder develops strong relationships with parents to ensure they are fully informed of their children's day and their development. There is an effective two-way flow of information to aid children's care and learning.
- Children explore their environment and participate in activities that enable them to make good progress in their learning and development. They form secure emotional attachments with the childminder and show high levels of confidence in her home.
- The childminder has robust procedures in place to keep children safe. These are supported by up-to-date policies and procedures in line with those of the relevant Local Safeguarding Children Board.

### It is not yet outstanding because

- The childminder does not always provide children with opportunities to freely express themselves, in order to promote their development of expressive art and design as they take part in planned activities.
- Opportunities to optimise younger children's awareness of good hygiene practices with regard to washing their hands after their nappies have been changed are not in place.

## 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 a range of indoor play activities, including children having their snack and spoke to the childminder at appropriate times.
- The inspector completed a joint observation with the childminder.
- The inspector looked at children's assessment records, evidence of the suitability of the childminder, a selection of policies, safety procedures and children's records.
- The inspector took account of the written views of parents.
- The inspector reviewed the childminder's self-evaluation form.

## Inspector

Lorraine Pike

## 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 family, which includes two children aged seven and five years, in a residential area in Cambridge, Cambridgeshire. The whole of the ground floor, one bedroom on the first floor and the enclosed rear garden are used for childminding. The family has some goldfish as pets. The childminder attends local toddler and activity groups and collects children from the local schools and pre-schools. The childminder operates all year round, from 8am to 6pm, Monday to Friday. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

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

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

- enhance opportunities for children to express themselves using a range of media during planned activities, to fully explore their thinking and enhance their sensory exploration
- reinforce younger children's understanding of good hygiene practices from an early age, by establishing a regular routine of washing their hands after changing their nappies.

## Inspection judgements

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

The childminder has a secure understanding of the Early Years Foundation Stage and promotes children's learning and development well. She works closely with parents to establish children's individual starting points, interests and preferences. She uses this information well to plan a broad and balanced range of enjoyable learning experiences. The childminder understands her responsibility to provide parents with a short written review of their children's progress following completion of the progress check for children between the ages of two and three years. Children are engaged in worthwhile and purposeful play at all times. This helps them make good progress in their development as they develop the characteristics of effective early learners. As a result, they are well prepared for their next stage in learning and eventual entry to school. The childminder completes detailed observations and conducts regular assessments of children's achievements, which she records in their learning journals. These are precise and relevant and clearly identify children's next steps in learning. She uses an effective system to

consistently track children's progress, which enables her to promptly identify any potential gaps in their learning and monitor their progress. She places a high priority on planning specific activities that focus on closing any identified gaps in learning. Children demonstrate a strong sense of responsibility as they help the childminder to tidy up the building bricks they have finished playing with. They learn to solve problems themselves because the childminder provides them with time to test their own ideas. For instance, they work out that the edges of the storage bag for the bricks need to be pushed together further, to enable the zip to fasten. Children are motivated to keep on trying because the childminder provides them with high levels of praise for their achievements. As a result, their self-confidence is enhanced and they become self-assured individuals.

Children communicate very effectively through their rapidly emerging vocabulary because the childminder places a strong focus on fostering their communication and language skills. For example, she listens attentively to their responses as they express their wish for a particular colour of paint. She speaks clearly, frequently repeating colour names and effectively adds a running commentary to children's actions as they paint and stick. Consequently, children discover the meaning of new words in relation to their actions and begin to use these words in their sentences. Children develop increased physical control and coordination as they open the small lidded pots of paint and use thin brushes to carefully paint pieces of pasta. Children become engrossed in this activity and are keen to continue exploring their new skills. However, occasionally, the childminder does not maximise this opportunity. For instance, she does not provide them with sufficient time to express themselves using an enhanced range of media, to fully develop their thinking and sensory exploration. As a result, children do not get to wallow in this creative experience and consolidate their new skills. The childminder teaches children the early stages of reading. They enjoy using her computer to play interactive educational games, such as those that help them develop awareness of letter sounds. Furthermore, they express a keen interest in the comprehensive range of appropriate books available to them. Children laugh with delight and are engrossed in the childminder's storytelling as she effectively uses intonation in her voice to read them their chosen stories. As children become familiar with the repetition in the story, she encourages them to fill in the missing words and phrases. In addition, educational posters within the indoor environment provide a stimulating backdrop for learning.

The childminder supports children with special educational needs and/or disabilities by working closely with parents and other professionals to agree robust strategies. Consequently, children continue to make progress towards the early learning goals, given their starting points, as she incorporates these strategies into specific plans. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year. The childminder values the importance of children's individual cultures. For instance, she speaks and sings songs to them in their home language. As a result, they are confident to use their bilingual skills and continue to learn about their family, community and traditions. The childminder has built strong relationships with parents. She engages in daily discussion with them about their children's development. Furthermore, she shares information about children's learning effectively following regular assessments, and provides ideas to extend children's learning at home. Parents share their children's achievements and interests from home as the childminder provides them with regular opportunities to record these. As a result, children benefit from a consistent approach to

their learning and development as she incorporates these achievements into her future planning.

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

Children are warmly welcomed into this nurturing and caring home. New children settle well and the childminder gives both the parents and children time to become familiar with their new surroundings. The childminder recognises the uniqueness of individual children as she talks to parents about children's routines and needs to ensure she understands how to meet them. Children show, through their play and interactions with the childminder, that they feel secure. They snuggle up to her when they become tired and clearly enjoy learning and playing together as they laugh and smile. This leads to trusting relationships and children's strong sense of belonging. Children demonstrate high levels of independence as they move freely to select their favourite toys. There is a wide variety to choose from, all within easy reach, which promote skill development in all areas. The childminder helps children understand positive ways in which to behave. She has a calm manner and uses age-appropriate techniques to ensure children develop good skills for the future. Children's positive behaviour is reinforced by the childminder's house rules. Being aware of the boundaries and expectations adds to the children's sense of well-being. Children develop good self-esteem and confidence because of the genuine praise and encouragement they receive for their achievements. For instance, children enthusiastically join in with the childminder's celebratory songs and they clap and cheer together.

The childminder provides children with daily opportunities for fresh air and exercise in the garden; they learn to play team games, such as football, and jump high on the bouncy castle. In addition, they take daily walks and regularly visit the local park. This enables children to build up their large physical muscles as they run freely and use large equipment, such as a slide and balancing apparatus. Children receive a good range of healthy nutritious food which the childminder provides. They regularly visit the shops with the childminder to select their own foods. She uses this opportunity to teach children the importance of selecting healthy foods. Parents share information about children's dietary requirements and food preferences. Good attention is paid to encouraging children to try a wider range of food. Children have access to fresh drinking water at all times to keep them well hydrated and as a result, this supports them in developing a healthy lifestyle.

Children are generally well supported in their independence as they develop self-help skills in readiness for the next stage in their learning, such as starting school or nursery. The childminder encourages children to manage their own clothing and teaches them how to feed themselves. They learn about good hygiene practices as they wash their hands before eating and wipe their faces with individual cloths when they have finished eating. However, younger children's awareness of good hygiene practices are not always promoted to the very optimum as the childminder does not encourage them to wash their hands after she changes their nappy. Children demonstrate they are developing skills to keep themselves safe, they know that they must hold onto the hand rail and the childminder's hand as they climb the stairs. In addition, the childminder ensures that

children are secure in their booster seats when eating. Regular practice of the fire evacuation procedure ensures that children know what to do in case of an emergency.

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

The childminder fully understands her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. She also demonstrates a secure understanding of the local safeguarding procedures. The childminder takes positive steps to safeguard children's welfare. She keeps up to date with latest practice and procedures through an established network of professionals. This has had a positive impact on practice because she is confident in her knowledge and knows how to record and make a referral to the relevant agencies if required. A comprehensive range of written policies and procedures are in place to support her practice. She shares and agrees these with parents, which means that they are well informed about the childminder's responsibilities. The childminder promotes children's safety well and risk assesses her home and the outings she takes children on, to help ensure that they are safe at all times. She takes robust steps to keep them safe. For example, she ensures that electronic educational programmes are suitable, and consistently supervises children's use of these. In addition, a video entry telephone system enables the childminder to accurately monitor and prevent visitors entering her home without her knowledge.

The childminder has a good understanding of the learning and development requirements. Planning is flexible and takes account of children's interests, next steps in learning and preferences for learning. This ensures that they make good progress towards the early learning goals. The childminder is enthusiastic and professional and has a strong commitment to continually develop her practice, while making learning fun for children at all times. She attends regular training and keeps up to date with early years issues by discussing practice with other professionals at a weekly childminder network group. As a result of her further training, she has an improved knowledge of how to support children with communication and language difficulties. She is highly reflective as she continuously evaluates her practice and monitors children's progress. This means that she effectively identifies her strengths and areas to develop to ensure that children continue to make good progress. The childminder has clear plans in place for future development. These include enhancing the indoor environment during the winter season to create an exciting den building area. Both parents' and children's views are valued and respected as part of the childminder's self-evaluation process. For example, parents complete a questionnaire, which the childminder uses to gather additional feedback.

The childminder establishes strong partnerships with parents as she shares their child's progress with them at regular intervals, to celebrate children's achievements. In addition, she consults them about every aspect of their children's care through daily verbal exchanges and completes daily diaries for individual children. Parents are full of praise for the care the childminder provides. They explain that their children are very happy and comment on the positive influence the childminder has on their children's development.

They feel well informed about their children's care and progress. The childminder has formed positive working relationships with other provisions where children attend, such as schools. In addition, she actively liaises with specialist professionals involved in children's care and education to provide a consistent approach to fully support their needs.

### **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>	EY474049
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	956210
<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>	2
<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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