

Inspection date	25/09/2014
Previous inspection date	09/10/2008

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

- The childminder has a good understanding of how to support children's learning and development and provides a well-resourced and engaging learning environment. This ensures children are keen, motivated and engaged in their learning.
- The childminder has built good relationships with local pre-schools. Parents are involved in their children's learning and value the care the childminder provides.
- The childminder has developed strong bonds with the children she cares for. Children are learning the importance of a healthy diet and lifestyle through regular hand washing, eating nutritious food and good opportunities for outside play.
- Children are effectively safeguarded. The childminder is knowledgeable about child protection procedures, and risk assessments contribute to children's safety in and out of the home.
- The childminder demonstrates a drive for development of her provision. Self-evaluation is accurate and correctly identifies areas for improvement that will have a positive impact for the children she cares for.

It is not yet outstanding because

- The childminder occasionally misses opportunities to extend children's critical thinking by not allowing enough time for children to form their own answers or develop their own ideas for solving problems.

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

Inspector

Julia Sudbury

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children, one of whom is 13-years-old, the other who is an adult, in a house in Huntingdon. The whole of the ground floor and the enclosed rear garden are used for childminding. The family has fish and a cat. The childminder attends a childminding group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder is able to provide free early education for two-, three- and four-year-old children. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and 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:

- extend opportunities for children to think critically, through the consistent use of effective questioning and providing adequate time for children to respond, or experiment, with their own solutions to problems.

Inspection judgements

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

Children are happy and interested learners who are working within their expected range of development. As a result of the childminder's teaching, children are developing high self-esteem and the skills required for the next stages in their learning. She provides a range of resources, which she rotates, to ensure children remain stimulated and engaged in their learning. The childminder demonstrates a good understanding of how to support children's development. For example, she enthusiastically talks to children about what they are doing as they play, providing extra vocabulary and sensitively supporting pronunciation. The childminder talks knowledgeably about the children she cares for, discussing their current interests and next stages of learning. She sensitively guides and supports children as they attempt new skills, giving praise at appropriate times during the activity. However, the childminder sometimes misses opportunities to support children's critical thinking. She does not always make full use of appropriate questions, and sometimes fails to give enough time for children to formulate their own answers or solutions. This means children sometimes miss opportunities to fully explore possible options and think critically during their play.

Children's starting points are collected through discussions with parents and the

childminder's own early observations and assessments. The ongoing learning and development of children is captured through observations and Wow moments which celebrate children's achievements. This regular observations and assessments of children is accurate and used effectively to plan for their next stage of development. Progress checks on children between the ages of two and three years are being accurately completed. Regular summaries of children's progress and next steps are documented and shared with parents. The childminder provides suggestions of activities parents can continue at home to extend learning. As a result, parents are involved in their children's learning and children are making good progress towards the early learning goals in readiness for school.

The childminder provides a welcoming environment. Resources and activities are available across the seven areas of learning. They are used well to support children's individual interests and stages of development. The childminder provides opportunities for children to develop physically through the regular use of local parks and woods. Early mathematical development is well supported as the childminder weaves counting into games and cooks with children. Children are provided with opportunities to learn about the natural world as they play in the snow, grow plants and explore local woodland. Older children have opportunities to conduct basic science experiments or take old electrical goods apart to see how they work. The childminder reflects on the different ways in which children learn and they are supported to follow their own interests. As a result, children spend good periods of time engaged in activities which build and enhance their learning.

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

The childminder collects information from parents before children start. As a result, she has a clear understanding of their routines, abilities and preferences. Consequently, children quickly settle in the childminder's home and demonstrate warm and caring relationships with her. They show confidence and security as they freely move around the environment, selecting toys and resources, and asking for support when needed. The childminder has a flexible and robust settling-in process, during which time she gets to know the child and family. This ensures their emotional well-being is fostered. Ongoing discussions with parents mean that routines are adapted to meet the changing needs of children as they grow and develop. This ensures continued, age-appropriate care is provided. Children who are moving on to school are robustly supported for the transition. The childminder creates books of their new schools and talks to them about how it will be. They are supported to learn self-care skills, such as changing into clothes for physical activity and carrying their own food. This ensures children are emotionally already for the next stages of their learning.

Children are learning about health and hygiene through activities and daily routines. Children are reminded to wash their hands before they eat and the childminder is a good role model. Regular visits to the local park and woods support children's understanding of the importance of physical exercise and fresh air. The childminder talks with parents about the importance of providing healthy meals and snacks. This supports children to understand and value the importance of a healthy diet.

The childminder is a good role model, demonstrating care and support for children in her care. She gives clear messages about acceptable behaviour, for example, tidying up toys to ensure the environment remains safe. The childminder has basic house rules and children are encouraged to say please and thank you. As a result, children behave well and show respect for the environment and resources. Furthermore, the childminder makes good use of the local childminding group and this provides children with opportunities to develop their social skills. Children are learning to keep themselves safe. For example, while walking to and from school, the childminder talks to children about safety and supports them to cross roads safely. While at the park, children are developing skills to climb and negotiate more challenging equipment.

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

The childminder has a good understanding of safeguarding procedures and how to keep children safe from harm. She has attended child protection training and is aware of the possible indicators of abuse and how to proceed should she be concerned about a child. Members of the household are vetted suitably. The childminder has a range of procedures in place that are shared with parents. This means that she has clear guidelines to work to and is aware of her responsibility for keeping children safe. She has safety equipment in place, such as stairgates, and holds a current first-aid certificate. She has a procedure to follow in the event of having to evacuate the house. As a result, children are cared for in a safe and secure environment.

The childminder demonstrates a robust drive to develop her practice. She regularly attends additional training or conferences and implements her learning into her practice. For example, following training on Talking boxes she has created a number of interesting boxes that are used to support children's language development. The childminder regularly researches on the internet and makes good use of the local childminding group to share ideas and learning. As a result, she remains up to date with changes and current developments. The childminder has in place accurate and effective self-evaluation of her practice. She identifies areas for development that support the learning environment for the children in her care. For example, she plans to use a new document to collect age specific information about children when they start. This will ensure she has even better bases from which to start supporting children's learning. The childminder regularly monitors and tracks children's progress and puts in to place her new learning to further support children. As a result, the childminder can demonstrate that children are making good progress towards the early learning goals.

The childminder has good communication with parents and carers, regularly talking about children's care and learning. Strong partnerships have been established. During the transition process, she shares policies and procedures and talks about how she supports children's learning and development. She shares children's learning on a regular basis and gives ideas and support to help with further learning and development at home. Parents praise the childminder, valuing the great relationships she has with the children in her care. They talk about how well their children are developing and how pleased they are that their children are learning skills for life. Where children attend more than one setting,

effective relationships have been developed. Progress reports are shared and the childminder is aware of key activities that take place. As a result, children's learning is consistently supported, enabling them to make good progress.

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	222691
Local authority	Cambridgeshire
Inspection number	871312
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/10/2008
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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