

Inspection date

01/10/2014

Previous inspection date

29/04/2009

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

- The childminder pays attention to ensuring that resources and equipment are directly informed by the needs of each child. This means that they feel comfortable and enjoy their time with the childminder.
- The childminder uses purposeful teaching methods. Her practical assessments of children mean that she understands them well and so interacts effectively in order to engage their attention and extend their play and learning.
- The childminder evaluates her work well. She completes appropriate training in order to update her knowledge of safeguarding issues. As a result, she consistently promotes children's safety and welfare.
- The childminder supports children in extending their vocabulary. They quickly learn to communicate with her and with each other, often using basic sign language to support this. Therefore, they gain valuable skills that aid their future learning and interactions.

It is not yet outstanding because

- The childminder does not always make maximum use of information from parents about their child's progress at home, in order to enrich the activity planning.
- The childminder does not consistently use opportunities to promote children's wider understanding of the relevance of healthy lifestyle practices to the maximum.

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.

Inspection activities

- The inspector observed activities in the childminder's house and garden and viewed areas of the home used for childminding.
- The inspector talked with the childminder and the children present and reviewed activities with the childminder.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written references for the childminder.

Inspector

Kelly Eyre

Full report

Information about the setting

The childminder was registered in 1985 and is on the Early Years Register. She lives with her husband and one child, aged 15 years, in a house in Cambridge. One ground floor room, one first floor bedroom and the rear garden are used for childminding. The childminder attends a toddler group and visits the shops and park on a regular basis. She supports a number of children who speak English as an additional language. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, 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:

- enhance the assessments and activity planning by making greater use of updates from parents about their children's learning and development at home
- extend the opportunities for children to increase their awareness of the relevance of healthy practices, with particular regard to healthy eating and exercise.

Inspection judgements

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

The childminder continuously reviews her knowledge of the Early Years Foundation Stage, so that she uses effective teaching methods. This means that she supports children well and they make good progress in their learning. The childminder meets with parents and puts together comprehensive initial information about their children. She references this to the areas of learning and assesses it in order to gauge children's starting points. The childminder then uses a mix of informal and written observations and assessments of children so that she has a good understanding of their progress and current interests. She reviews this information in order to develop each child's next steps in learning. These are fed into the daily activity planning. This well-balanced process means that she offers children activities and resources that interests and motivates them, thereby promoting their learning and development. The childminder has effective procedures in place for carrying out the progress check for children aged between two and three years. This aids her in planning appropriate activities and in noting any areas where children may need additional support. The childminder's generally good ongoing communication with parents enables them to share daily news about their children. She also supports parents well in extending their children's learning. For example, she talks with parents about resources that children have particularly enjoyed and helps them to acquire similar ones to use at

home. However, her assessments do not always make full use of all updates from parents. Consequently, the childminder does not include this extended range of information in her planning in order to promote children's development to the maximum.

The childminder's good teaching methods support children in developing the skills and positive attitudes needed for effective learning. This means that they are well-prepared for school. The childminder carefully observes children's play and then offers them opportunities to explore further and extend this. For example, children enjoy exploring trays of dry pasta. They feel the range of textures and note the different shapes. The childminder notes that the children enjoy listening to the sound as they pour the pasta from one container to another. She then extends this and the children enjoy making their own musical shakers, as they fill plastic containers with the pasta. The childminder's good interaction means that children persevere and learn new tasks. For example, when the childminder notes young children struggling to get in and out of a ride-in car, she spends time encouraging them to develop an appropriate technique. The children repeat this and show great delight when they master this skill, going on to transfer their new skill as they work out how to get on and off a toy rocker. The childminder makes good decisions about when to intervene in children's play. She allows them time to explore and find things out for themselves. For example, children have time to explore plastic beakers before the childminder shows them how to stack these. She then lets them experiment further and they stack the beakers themselves and work out how to fit them inside each other in the correct order.

Children enjoy a wide range of play opportunities that promote their physical development. They balance and coordinate their movements as they climb the steps of the slide and learn to push toys, such as dolls' buggies, around the garden. They also develop skills in finer control, as they learn how to turn the pages of books and to use cutlery. Thoughtful procedures help children to feel at home and also offer them very practical opportunities to appreciate differences. For example, children's photographs are displayed on boards at child height. They love looking at these and often go on to discuss their different family compositions, traditions and beliefs. The childminder's good understanding of each child means that she interacts well with them to extend their language and communication skills. For example, when young children point at objects, she encourages them to name these. She then gently reinforces this by showing them pictures of the objects in books and they learn to associate the object with the correct word. The childminder works well with children who speak English as an additional language, helping them to develop their use of English and make good progress in their learning. Her clear communication with parents means that the childminder works in partnership with them to assess children's speech development in both languages. She then helps children to extend their vocabulary, often supporting this by using simple sign language.

The childminder has good procedures to support her in working in partnership with parents. She begins these partnerships by meeting with parents and gathering detailed information about their children's needs, routines and preferences. She then uses this information to plan her daily work and so then can offer children consistent care and pertinent support whenever needed. The childminder's thoughtful procedures and her good knowledge of the children mean that new children feel at home and they quickly settle. For example, each child has their own high chair, bedding, cutlery and crockery at the childminder's home. They feel secure and comforted when they see these familiar objects and use them daily. The childminder shows children that she genuinely enjoys their company and they form warm, trusting relationships with her. Babies smile and babble as she interacts with them. Older children chatter to her as they play, taking books and toys to share with her.

The childminder is observant and ensures that she notices children's efforts and achievements and praises them for these. For example, she praises children as they name the colours of decorations during a craft activity. They react positively to this and go on to name other colours as they play. This sensitive praise and acknowledgement means that children are proud of their achievements and they develop the skills and positive attitudes that support their ability to learn. Therefore, they are well-prepared emotionally for the transition from the childminder's home to pre-school or school. The childminder supports children well in developing a good understanding of how to manage their behaviour. They talk about this and she encourages them to think about how their actions affect others. The gentle implementation of appropriate house rules help children to understand behavioural boundaries and expectations and reinforces their understanding of this area.

Children have good opportunities to develop their independence and self-care skills. For example, the childminder makes sure that there is always plenty of time allowed for snacks and meals, so that children can learn to feed themselves. Children develop a good understanding of how to keep themselves safe, as the childminder assesses risks and allows children to experiment safely. For example, the childminder stands nearby as young children learn to negotiate the step between the living room and the garden. The childminder supports children in gaining a generally clear understanding of the importance of healthy lifestyles. For example, children wash their hands before eating and the childminder talks with them about why they need clean hands. However, their greater awareness of this area is not consistently promoted to the maximum. For example, they enjoy using local walks and parks and playing in the garden but their understanding of how exercise and fresh air affect their bodies is not always fully promoted and extended.

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

The childminder's thorough risk assessments ensure that hazards are removed or minimised. Therefore, children play safely, both inside and outside the home. Well-considered and consistently-implemented safeguarding arrangements mean that the

childminder consistently promotes children's welfare. She completes relevant training in order to refresh and update her knowledge of this area. Therefore, she is fully aware of the process to follow should she have any concerns about children in her care. The childminder implements practical daily procedures, which further promote children's safety and welfare. For example, she ensures that any photographs she takes of children, for the purpose of assessments, are deleted immediately so that there is no misuse of these images.

The childminder regularly reviews her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She checks that her policies and procedures support her in meeting these requirements and, therefore, in promoting children's health, safety and welfare. The childminder is experienced and demonstrates a genuine commitment to the continuing development of her practice. She has successfully met the recommendations that were raised in the last inspection. She reads relevant journals and meets regularly to exchange information with other childminders. This has a positive impact on children. For example, the childminder now offers children more outings and outdoor activities. This means that they have additional opportunities to socialise with their peers and also to gain a greater understanding of the environment and their local community. The childminder regularly reviews children's progress, in order to highlight any areas where they may require further support. The childminder evaluates her practice well and has a good understanding of her strengths and areas for improvement. She uses this information to plan appropriate changes that help her to improve the provision for children. For example, the recent addition of further interactive toys ensures that young children have a wide variety of opportunities to begin to explore information and communication technology resources.

The childminder is not caring for any children who attend other childcare provisions. However, she has clear procedures in place to support her in exchanging assessment and planning information, in order to ensure that children's care is consistent and their learning is promoted. Similarly, the childminder does not currently care for any children who have special educational needs and/or disabilities. However, she reads relevant journals and publications and has a clear knowledge of the support offered by other professionals. Therefore, she understands how to seek help for children and their families, should the need arise. The childminder works well in partnership with parents. She completes diaries for each child and talks with parents daily, so that they are well informed of their children's progress and activities. Parents report that they feel confident in the childminder and appreciate her warmth, affection and professionalism.

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	222282
Local authority	Cambridgeshire
Inspection number	864281
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	29/04/2009
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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