

<b>Inspection date</b>	02/10/2014
Previous inspection date	01/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children make good progress in their learning and development; a well-planned and engaging educational programme covers all areas of learning and is tailored to individual stages of development.
- Children are learning the importance of a healthy diet and lifestyle through regular hand washing, nutritious food and opportunities for outside play. They are gaining age-appropriate independence and behave well.
- Children are effectively safeguarded, as the childminder is knowledgeable about child protection procedures and demonstrates a good understanding of assessing risk.
- The childminder demonstrates a drive for development of her provision. Self-evaluation is accurate and any training attended is well implemented.
- The childminder has good relationships with parents and the children she cares for. Parents value the support for learning and development the childminder provides.

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

- The childminder does not always enhance the experiences for children with English as an additional language to use and hear familiar words in their home language in their everyday play.
- The new links with other settings are not yet fully embedded to wholly support consistency and continuity in some children's 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 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 assessment 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 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two grown up children and her 10-year-old son in a house in Cambridge. The whole of the ground floor, two bedrooms, bathroom on the first floor and the rear garden are used for childminding purposes. The family has a dog, cat and fish as pets. The childminder attends a toddler 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 school and pre-school. The childminder supports children who speak English as an additional language. She is able to provide free early education for two-, three- and four-year-old children. There are currently 11 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She 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:

- enrich the experiences for children with English as an additional language to consistently have opportunities to hear and use words in their home language during their play, emphasising the value placed on their linguistic backgrounds
- build on the links recently made with other settings that children attend, to embed a consistent two-way flow of information to further promote continuity in children's learning.

## 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. The childminder talks to children about what they are doing as they play, providing extra vocabulary and sensitively supporting pronunciation. This effectively supports children's ongoing language development. She sensitively guides and supports children as they attempt new skills, giving praise at appropriate times during activities. For example, as children attempt more difficult puzzles, she ensures the correct pieces are close by. This helps children to succeed and feel pride in their achievements. The childminder talks knowledgeably about the children she cares for, discussing their current interests and next stages of learning. She demonstrates a good understanding of how to support children's development. For example, the childminder explains how she plans activities from the interests of children, so they are naturally motivated to join in. As a

result, children show high levels of self-esteem and are developing skills that will support their readiness for school.

Children's starting points are collected through discussions with parents and the childminder's own early observations and assessment. The ongoing learning and development of children is captured through observations and the use of photographs. This regular observation and assessment of children is used effectively to plan for their next stage of development. Daily verbal feedback helps to ensure parents are actively engaged in supporting their children's next stages of learning. The childminder provides support for children who speak English as an additional language. She collects key words from the parents and dual language books and electronic toys help support children to value their home language during their play. However, welcome posters do not cover the languages of all children who attend and she does not always gain the correct pronunciation of key words in some languages to further support children, valuing their home languages.

The childminder provides a welcoming learning environment. Resources and activities are available across the seven areas of learning. The childminder supports children to follow their own interests. As a result, children remain engaged in activities for an extended period of time, considering their age. The childminder allows resources to be left out, allowing children to return to activities as they wish. This further supports child's learning, allowing them to build on what they already know. Early mathematical development is threaded through children's everyday play. The childminder naturally counts, talks about shapes and introduces the ideas of size. Children gain an understanding of nature and the world around them as they go on outings into the local community. For example, children make regular trips to the nearby river, where they feed the ducks and watch the rowers. As a result of the learning environment provided by the childminder, children show that they are developing high levels of self-esteem. They are also developing the skills required for the next stages in their learning, including school.

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

The childminder collects robust 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. Children already in her care are involved in this process. The childminder's procedures help to ensure the emotional well-being of all children in her care. Ongoing discussions with parents mean that routines are adapted to meet the changing needs of children as they grow and develop. This ensures continuous, age-appropriate care is provided and the children's emerging interests are supported. Children who are moving on to school are prepared for the transition. The childminder supports them to develop age-appropriate self-care skills, such as putting on their own coats and shoes. The childminder reads books and talks to children about how school will be. This ensures children are emotionally secure in all stages of their learning.

Children are learning about health and hygiene through activities and daily routines. For example, the childminder encourages children to wash their hands before they eat. The childminder is a good role model and works in partnerships with parents to provide children with healthy meals and snacks. Visits to the local green grocer allow children to choose fruit and vegetables that interest them, bringing them back to try at the childminder's home. Children are encouraged to drink water throughout the day, learning to gauge their own needs. This supports children to understand and value the importance of a healthy diet. Children have access to the childminder's garden and can be seen making good use of this additional, well-resourced space. Regular visits to the local park and walks to local groups further support children's understanding of the importance of physical exercise and fresh air.

The childminder has a secure understanding of how to care and support all children in her care. Children regularly climb onto her lap for a quick cuddle to refresh and re-energise, or if they feel unsure. The childminder gives clear messages about acceptable and unacceptable behaviour. For example, she supports all children to share toys and reminds them not to throw them. 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 on the school run, the childminder talks to children about safety and supports them to cross roads safely. While in the childminder's garden, 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 robust understanding of safeguarding procedures and how to keep children safe from harm. She is aware of the possible indicators of abuse and how to proceed should she be concerned about a child. 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 stair gates, and holds a current first-aid certificate. She has a procedure to follow in the event of having to evacuate the house and members of the household are vetted suitably. As a result, children are cared for in a safe and secure environment.

The childminder demonstrates a drive to develop her practice and has fully implemented the recommendation given at her last inspection. She completes accurate self-evaluation in which she identifies strengths and relevant areas for improvement or development. The childminder regularly monitors and tracks children's development, to ensure they are making good progress. Where children fall behind expected levels of attainment, the childminder puts in place appropriate measures to support their learning and development. The childminder continues to develop her knowledge and practice through additional training. For example, she is using knowledge gained about how children learn to talk to support the children with their language development. Furthermore, the

childminder is part of a childminding group and makes good use of the professional support available there, sharing ideas and good practice.

The childminder has good communication with parents and carers about children's care and learning. Good partnerships are established. During the transition process, she shares policies and procedures and talks about how she supports children's learning and development. Parents are involved in the progress check for their children between the ages of two and three years. The childminder talks regularly to parents about their children's development and provides ideas for activities that can be done at home. Parents praise the childminder, commenting on the progress their children make and the high level of care they receive. The childminder understands the importance of sharing and gathering information from other early years providers. Links have recently been established with other settings attended by the children in her care and information is beginning to be shared. However, this process is occasionally inconsistent and is not as yet highly effective in promoting wholly continuous support for children's learning.

### **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>	222978
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	866060
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/06/2009
<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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