

Inspection date	09/10/2014
Previous inspection date	16/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 observes young children carefully and has a good knowledge of their interests and developing skills. As a consequence, she is able to provide stimulating activities that both challenge and enhance children's learning effectively as they make good progress.
- Young children are happy and secure in the care of the childminder. As a result, they play and learn contentedly and are developing good levels of self-confidence.
- The childminder is reflective and strives to improve her knowledge and skills constantly. As a result, she stays abreast of current childcare practices and is able to use her learning to support children effectively.
- The childminder has a good understanding of local safeguarding procedures and knows how to minimise risks to children. As a result, children are well protected both in the home and when out and about in the local vicinity.
- The childminder values the strong partnerships with parents. This results in a coordinated approach to children's positive development and well-being.

It is not yet outstanding because

- At times, there are fewer opportunities for children to investigate and interact with natural resources. This means that learning about the natural environment is not always maximised to the very highest level.

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 home.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector and childminder took part in a joint observation.
- The inspector looked at children's learning records, the childminder's self-evaluation form and a range of other documentation, including evidence of the suitability of the childminder and other adults in the household.

Inspector

Jacqueline Baker

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged 12 years in Ely, Cambridgeshire. The childminder's partner works as her assistant. The whole of the ground floor and the rear garden are used for childminding. The family have two pet cats. She visits the shops and park on a regular basis and she collects children from the local school. There are currently 12 children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday with the exception of an annual family holiday. 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:

- provide further opportunities for children to investigate the natural world through the use of a wider range of resources both inside and outdoors.

Inspection judgements

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

Children are welcomed into a homely environment, where the childminder provides a wide range of toys and activities to interest them. She has a good understanding of how children learn through play and how she can enhance their experiences. For example, young children delight in listening to familiar rhymes and songs as they snuggle up with the childminder. They watch intently as the childminder speaks and giggle together as they anticipate the actions accompanying the rhyme. This nurturing activity not only helps to build strong emotional bonds between the adult and the children but also supports young children's communication skills, as they learn to listen carefully, predict what is coming next and eventually join in. The childminder also takes these opportunities to share books with young children. Together, they look at the pictures and by naming each illustration, the childminder begins to teach children new words, how to turn pages and to develop children's concentration, albeit for a short time. These are all important skills that gradually build towards children's eventual successful moves to their next stages in learning.

Young children are happy and enjoy exploring their environment and toys. They practise their developing physical skills as they crawl or begin to toddle around and select play things that most interest them. The childminder ensures she has favourite toys available when young children first arrive and, as a result, they are eager and inquisitive learners. The childminder also extends learning effectively and uses impromptu opportunities to

capture children's imagination. For example, young children are fascinated with the delivery of a parcel. The childminder encourages them to help unwrap the package and together they explore the wrapping and box. Children enjoy the rustling sounds and feel of a new texture in their hands and this enhances children's sensory experiences well.

The childminder's own good observations of children enables her to plan activities successfully and ensure she provides sufficient challenge to promote learning. The childminder has embraced computer technology to record her findings and via secure internet links, parents are fully informed of children's progress and development. The use of daily diaries and discussions also help parents to share information about children's learning at home which again helps the childminder to plan effectively. For example, the childminder demonstrates her strong partnerships with parents as she follows their wishes in helping young children to be bi-lingual as they use both English and other languages used within their family. She makes good use of her own language skills and uses simple phrases and words in a different language when speaking with children.

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

Children show their sense of security as they arrive at the childminder's home. They generally separate from parents successfully, eager to play and explore toys that have been made available for them. The strong partnerships with parents contribute effectively to this sense of well-being and also results in the childminder's good knowledge of children's background, preferences and care needs. The childminder provides a wide range of good quality resources that support children's learning successfully. All are stored safely and allow children to choose playthings independently. However, opportunities for children to engage with their natural environment or investigate natural resources are sometimes overlooked. There is room for young children to practise their walking skills and the garden is available for more physical games or taking small risks, such as learning to ride scooters or skate boards. The childminder's assistant usually undertakes the walks to and from local schools and pre-schools, which helps children to understand the importance of good, healthy routines. The childminder enhances this further by providing children with nutritious snacks and ensuring that meals provided by parents are similarly wholesome.

The childminder encourages children to learn how to behave positively and consider everyone's feelings. Older children enjoy writing the house rules, while younger children benefit from the childminder's guidance and use of distraction to learn appropriate behaviour. The childminder is vigilant to children's safety when in her home. When young children are present she ensure no unsuitable articles intended for older children are available and ensures members of her family follow her good practices. The childminder understands the importance of children gaining confidence in their independence skills. For younger children this includes learning how to wash their hands or feeding themselves with finger foods at meal times. Children's emotional well-being is given good consideration by the childminder. She offers gradual settling in periods for children and in this way, they soon become confident and self-assured. The childminder also has effective procedures in place to support children when they eventually move to other settings or to school.

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

The childminder has made good progress since her last inspection, when she received a number of actions to complete. She has addressed each action with diligence and can now demonstrate her good understanding of the requirements of the Early Years Foundation Stage. She has actively sought the support of childminding colleagues and made good use of the internet to improve her provision for all children. The childminder can now show the correct procedures for recording children's attendance and has the required written documentation necessary to comply with requirements of the Childcare Register. The childminder has embraced secure computer technology and uses this effectively to inform her planning and tracking of children's abilities. As a result, she is able to demonstrate that children are making good progress in all areas of their development. Strong partnerships with parents effectively support children's learning, which further confirms the improvements made since the last inspection.

The childminder has a good understanding of safeguarding procedures. She has attended training to ensure she is up-to-date in her knowledge, as a result, she knows how to identify and report any child protection concerns she may have about children in her care. She has a good range of policies to support her in her work and these are shared with parents frequently. The childminder also makes sure all members of her family are familiar with her good working practices and, in this way, consistent measures are taken to protect children. Risk assessments are thorough and further support children's safety, both in the home and when out in the local community. The childminder is enthusiastic about her role and, where possible, attends training to improve her skills. She is currently studying for her level 3 qualification and has also attended training to help her teach yoga to children. This has had a very positive effect on older children as they prepare for their day in school and learn techniques to help rest and calm themselves. The childminder reflects on her own practice and consults with parents, children and her assistant to seek ways in which to improve children's experiences and learning. Currently she is evaluating her provision and helping her assistant to gain the knowledge and skills needed to support children of varying ages. She supervises his work and has identified and supported him to attend various training opportunities to help with this. The childminder also monitors children's progress and in this way is able to identify gaps in her provision or areas where she needs a planned and targeted approach to support children to the highest level.

Partnerships with parents are good. Parents share their positive feedback in letters provided for the purposes of the inspection and are delighted with the care the childminder and her assistant show to their children. Parents describe the strong attachments that exist and how children love spending time at the childminder's home. New parents especially value the daily feedback both in person and by the internet. Partnerships with other providers of the Early Years Foundation Stage are established and when the time comes, the childminder has good procedures to promote a coordinated approach to children's care and development.

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	EY416690
Local authority	Cambridgeshire
Inspection number	963406
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	16/10/2013
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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