

Inspection date

13/10/2014

Previous inspection date

08/04/2009

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

- Children make good progress because the childminder understands how children learn and her accurate assessments of their achievements ensures she plans well for the next steps in their learning.
- Safeguarding arrangements are strong. The childminder has a secure knowledge and understanding about her role and responsibilities to protect children and keep them safe from harm.
- Children enjoy warm and respectful relationships with the childminder. This promotes children's feelings of safety and emotional security, in addition they display good levels of confidence and self-esteem.
- The childminder works effectively with parents and other professionals. Information about children's progress is shared effectively to promote a collaborative approach in children's learning and development.
- Children learn the importance of a healthy diet and lifestyle through regular hand washing, nutritious food and opportunities for outside play.

It is not yet outstanding because

- There are fewer opportunities for children to freely access the wide range of resources, which means the development of their independent and spontaneous play is not always fully promoted.

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 reviewed a range of documentation that the childminder uses to support her practice, including policies, attendance register and records of children's progress.
- The inspector spoke with the childminder and the children at appropriate times.
- The inspector checked the suitability of all occupants in the household.
- The inspector checked the childminder's evidence of self-evaluation.
- The inspector took account of the written views of parents.

Inspector
Gail Warnes

Full report

Information about the setting

The childminder was registered in 2008. She lives with her husband and one child aged ten years in a village close to March, Cambridgeshire. The whole of the childminder's house is used for childminding and there is an enclosed garden for outside play. Access in and out of the childminder's home is at ground level and there are downstairs toilet facilities. There are currently seven children on roll, five of whom are within the early years age range and who attend on a part-time basis. She also offers care to children aged over five years to 12 years. The childminder is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The house is within walking distance of local amenities such as local parent/toddler groups, schools, shops and parks. The family have a pet hamster. The childminder provides funded early education places for eligible two-, three- and four-year old children.

What the setting needs to do to improve further

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

- enhance children's choice and access to resources, to promote independence and uninterrupted play opportunities by, for example, providing a pictorial catalogue of the equipment for children to select from.

Inspection judgements

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

The quality of teaching is good. The childminder understands how children learn and develop and she provides appropriate activities to stimulate and challenge them. Younger children enjoy exploring large interlocking bricks of differing shapes. Children enjoy feeling the texture of the bricks. A shape sorter offers further exploration as young children bring different shapes together in their hands to make a noise. The childminder introduces words to describe the action and the noise as children explore their surroundings. Consequently children's self-esteem is enhanced as the childminder recognises their actions and talks with the children about what they are doing. Language development and understanding is skilfully supported as the childminder labels and names objects and actions as children play, they begin to associate these words with their activities. Children repeat words they hear and the childminder praises their efforts. This builds children's confidence and supports them to have a go, which means children are developing the characteristics of effective learning. A ball rolls behind the curtain, and the childminder encourages children to notice and asks where it has gone. Children are enthused to play and search for the ball, repeating words such as curtain and behind, which develops their vocabulary and understanding of positional language. Communication and language skills

are especially well supported for younger children. The childminder plays with the children at their level and responds enthusiastically to requests for reading a book. She encourages children to touch and feel the different textures describing them, using words such as scratchy, hard and rough, to convey the sensory experience and develop vocabulary. Children clearly feel at ease with the childminder as they enthusiastically climb onto her lap to share the book with her. This demonstrates the warm and respectful relationships the childminder develops with the children.

Children make good progress given their capabilities and starting points. The childminder makes accurate assessments of children's achievements, which are tracked well to ensure children make good progress. The childminder knows the children well and uses the observations and assessments to plan stimulating and challenging activities, to promote their development. This means she can quickly identify any gaps in progress and implement appropriate interventions to close such gaps swiftly. Children are well supported in preparing for school when the time comes because they have a wide range of skills to support their future education, as well as a positive attitude towards learning.

The childminder develops strong partnerships with parents from the start. She encourages parents to contribute to their children's learning and development by establishing a two-way diary where observations of children's achievements can be shared, together with details of care routines. Parents are encouraged to participate in establishing next steps in children's learning and the childminder supports children's learning at home by discussing activities which will support their future development. Learning journals are shared regularly with parents and with other early years settings that children may additionally attend. The childminder establishes firm links with these settings to promote a collaborative approach in children's learning and development. This is because she understands this will support children to achieve their best potential.

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

Children enjoy warm, secure and respectful relationships with the childminder. She has effective settling in procedures which are tailored to the individual needs of each child and their family. Children are welcomed for short sessions where parents may also stay to begin to build familiarity with the childminder and her environment before children stay for longer periods. The childminder uses this time to get to know the child and their family and to begin to establish each child's starting points with the parents. This means she quickly builds relationships with children and parents, and begins to plan for each child's unique needs. This ensures children's emotional wellbeing is well supported, because the childminder understands the importance for children to feel safe, secure and confident before they show an eagerness and readiness to learn. The childminder has high expectations of children's behaviour. She promotes the house rules at all times, which are founded on mutual trust and respect. The childminder plays with the children at their level and supports sharing and turn taking sensitively, modelling good manners and praising positive behaviour. Consequently, children become confident and their emotional wellbeing continues to be well supported. Children are well prepared for the next stage in their learning. The childminder collects children from the local school, which means younger children become familiar with the school environment and routine.

The childminder's home is welcoming and well resourced with a wide range of resources which promote the seven areas of learning and development. However, the organisation of resources does not always promote children's free choice well for younger children. This is because they are mostly stored upstairs and children's choice is restricted to what the childminder chooses, rather than having opportunities to develop their independence in choice and play. In spite of this, children enjoy the activities she provides and show engagement in activities, developing curiosity. Opportunities for outdoor activities are well supported through exploration and play in the childminder's garden and with frequent visits to the park where children are encouraged to develop physical skills further on larger equipment.

Children are supported to develop healthy lifestyles. The childminder promotes healthy eating habits by including fruit and vegetables in the food choices that she supplies, such as banana, rice cakes and raisins. Children are supported to regularly wash their hands before and after eating, and after using the toilet. The childminder supports parents and children when the time is right for their child to become independent in using the toilet. Intimate care routines are sensitively met. The childminder understands the benefits of fresh air and outdoor activities, and ensures children have access to the garden where there are a range of bikes and scooters, a slide, and bats and balls to promote physical activity. She offers further opportunities for outdoor activities when visiting the local parks. Consequently, children begin to learn how to keep themselves healthy. The childminder makes use of appropriate safety equipment when out and about and maximises these opportunities to teach road safety to children. As a result, children begin to learn about keeping themselves and each other safe.

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

The childminder has a good understanding of her responsibilities to safeguard children and protect them from harm. She maintains her knowledge by regularly completing appropriate training and reading relevant publications. She understands well the procedures to follow should she have any concerns about children's welfare. Risk assessments are thorough, as a result, children are cared for in a safe environment. The childminder has a current paediatric first-aid qualification and is able to give suitable treatment in a medical emergency. Emergency evacuation procedures are practised frequently and well documented, taking into account children's different attendance patterns. Sampled documentation and records are well maintained, giving a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The childminder is knowledgeable about the seven areas of learning and development and understands how children learn. The childminder holds a level three qualification in childcare and education and uses her knowledge well to plan interesting and challenging activities both inside and outdoors taking into account children's individual needs, interests and stages of development. The childminder makes accurate assessments of children's progress, including the Progress check at age two and these are used to inform planning

for next steps in children's learning and development. She is highly focused and her systems for monitoring and assessing children's progress are rigorous. Consequently children make good progress and the childminder is well placed to identify any gaps in children's progress. The childminder regularly reflects on the activities, both child-led and adult-led that she provides, to determine their success in promoting learning and development opportunities for the children. She seeks parental views of activities through a daily diary and verbal exchanges when children are collected. The childminder has completed the Early Years and Childcare Quality Framework, she continues to reflect on her practice under this framework to identify areas for improvement and training opportunities to further develop her practice. The recommendations raised in the last report have been addressed by the childminder. This demonstrates her commitment and capacity to improve.

Partnerships with parents are secure. The childminder communicates effectively with parents and encourages them to play an active role in their children's learning and care needs. She provides parents with copies of her policies and procedures and has clear written information about her and her childminding provision. Parents are encouraged to contribute their own observations of their children to the daily diary which the childminder provides. Additionally, verbal exchanges with parents are used to identify next steps in learning and development, and to promote learning opportunities at home. The childminder has established links with the local pre-school that children may also attend and with the primary school in the village. The childminder understands that children benefit from a collaborative approach which supports their learning and development. She regularly shares information with other early years settings that children may additionally attend. This means that where any gaps in progress are identified, children benefit from consistent support to ensure they make progress and achieve their best potential.

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	EY377947
Local authority	Cambridgeshire
Inspection number	858454
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	08/04/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

