

Inspection date	20/10/2014
Previous inspection date	22/07/2013

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 quality of teaching is good. The childminder is knowledgeable about children's interests and aptitudes and plans stimulating experiences that help all children to make good progress in their learning.
- The childminder has a good understanding of safeguarding procedures and knows who to contact if she has concerns about children's welfare. She keeps her home secure so that children play safely.
- The childminder has developed strong bonds with the children she cares for. They play happily in her care and are clearly emotionally secure.
- The childminder works closely in partnership with parents to ensure children receive the support they need in their learning and development.

It is not yet outstanding because

- Children are not always made aware of the extensive resources available, which means their choices are not promoted as much as possible.
- The childminder does not maximise children's knowledge of each other's lifestyles and families to help them understand about the differences and similarities of people in the world around them.

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 looked at parts of the home used by the children.
- The inspector spoke to the childminder about the activities she plans for the children.
- A selection of documents were looked at including registers of attendance, some policies and procedures, suitability checks and children's learning records.
- The inspector observed the children and the childminder as they interacted together in the living room, kitchen and conservatory.
- The views of parents were taken account of through comments in daily diaries and parent questionnaires included in the childminder's self-evaluation.

Inspector

Veronica Sharpe

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Brampton, Cambridgeshire. The ground floor of the house is used for childminding along with an upstairs bedroom for sleeping. There is an enclosed garden available for outside play. The childminder offers her childminding service from 8am until 6pm each week day, all year round. There are currently 14 children on roll; of these, three are in the early years age range. The childminder regularly works with an assistant. She supports children who are learning English as an additional language. The house is within walking distance of local amenities, such as schools, the library, shops and parks. The family has some tropical fish as pets. 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:

- enhance children's independence and widen their choices, for example, through clear labelling of available resources and pictorial reminders of the resources stored elsewhere

- enrich children's opportunities to learn more about each other's diverse backgrounds and lifestyles, for example, by using family books for discussion and exploration.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a broad range of stimulating activities that help them to make good progress in their learning. The childminder works well with parents to find out about their children's achievements at home. She involves them in their children's learning by discussing their activities and providing thorough information in their daily diaries. Each child has a detailed record of their learning experiences, which includes precise observations of their achievements. The childminder assesses children's learning continuously and takes careful note of their interests. She makes regular written assessments, including a progress check for children aged between two and three years. She is very aware of children's development and has high expectations. For example, if children are exceeding their milestones, she provides them with challenging activities that extend their learning still further.

The childminder uses her good teaching skills to effectively develop children's communication and language skills. She talks to them as they play and engages them well in meaningful conversations. For example, she encourages the children to talk about their favourite characters from books and television. The childminder ably supports children who speak English as an additional language. She collects key words and phrases from parents to use in her setting. This supports their good communication skills and helps them to feel at home. Children's literacy skills are supported well because there is a good range of books readily available. The childminder encourages children to choose books and they share stories with enthusiasm. During story times the childminder expertly extends children's interest, for example, as they talk about the trains in the story and the colours and numbers that help to identify them. Children's mathematical development is promoted through fun activities, such as matching shapes and colours on a musical toy.

The childminder supports children to learn about the world around them by introducing them to relevant festivals and celebrations including Diwali, Halloween and Christmas. The childminder uses resources, such as maps of the world to encourage children to find out about other countries. Displays of children's artwork in the conservatory promote children's self-esteem and give them a good sense of belonging. However, displays and books do not reflect the children's families and home backgrounds to enhance their opportunities to learn about each other's diverse backgrounds and languages.

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

Children benefit from warm and trusting relationships with the childminder, which effectively supports their emotional well-being. They move around the home confidently and engage with the childminder well, happily chattering to her as they play. The childminder works closely with parents to settle children in to the setting. She offers flexible visits, and gathers good information about children's routines, care needs and interests. This helps to ensure children quickly feel comfortable and secure. The childminder prepares children well for their move into pre-school or school. For example, she takes them for visits and has the school reception teacher visit the children during the summer term. As a result, children know what to expect and look forward to the next stage of their learning.

The childminder supports children's all-round development well by providing a welcoming and stimulating environment. Children very much enjoy playing with the resources the childminder sets out each day, ready for their arrival. Toys and resources are plentiful, with most being easily available to the children. However, the childminder has a vast array of resources. Some are stored on higher shelves out of reach, while others are kept elsewhere in the home. The childminder does not have an effective method to remind children of what else is available to enhance still further their learning experiences. Children learn good behaviour because the childminder encourages them to share and take turns. She treats them fairly, and teaches them to respect each other's feelings. Older children devise their own rules, and consequently, have a good understanding of their boundaries. The childminder teaches children to keep themselves safe, for example, they practise road safety.

Children benefit from healthy snacks mainly consisting of fresh fruit and vegetables and access drinks independently. Parents generally provide main meals, which the childminder cooks and serves appropriately. The childminder thoroughly discusses any dietary needs with parents to ensure children eat safely. She talks to the children about their food choices and introduces new foods for them to try. This helps them to develop their understanding of a healthy and balanced diet. Children have lots of opportunities to be active outdoors. They visit local parks and play areas, and go for walks into the woods. The childminder has an open area near her home, where she sets up equipment for physical play, such as slides and climbing frames. This gives children opportunities to climb and move in different ways, extending their physical skills. The childminder takes children to local groups and arranges to socialise with other childminders and their children. This enables children to develop confidence in new situations and make relationships with others so they are prepared for the wider social experience of school.

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

The childminder has a clear understanding of safeguarding procedures and the possible signs and symptoms of child abuse or neglect. She has written procedures to follow and share with parents so they are aware of her responsibilities. She ensures her assistants understand about safeguarding issues and has regular discussions with them to maintain children's safety. All adults living or working on the premises have completed Disclosure and Barring Service checks. These are kept available to reassure parents. The childminder and all of her assistants hold current paediatric first-aid certificates so they provide children with appropriate treatment in the event of an accident. As a result, children's safety and welfare are promoted well.

Since the last inspection the childminder has worked hard to address the actions raised. She has formulated a clear action plan and has identified training to help her develop her provision. The childminder has taken the advice of her local authority advisers and now meets regularly with other childminders to share good practice. She has attended workshops on Forest School principles and supporting vulnerable children through the community childminding scheme. She applies her learning well, for example, she takes children to local woods to increase their access to the natural world. The childminding assistants mostly work with the older school children. However, they meet with the childminder regularly to talk about good practice and discuss their ideas. This helps to promote consistent learning experiences for the children.

The childminder has effective systems to monitor and track children's development to ensure they all make good progress in their learning. Each child has a detailed learning record, which is frequently shared with parents. The childminder seeks the views of parents regularly and works closely with them to support the children. She keeps them well informed through daily diaries and written policies and procedures. Regular questionnaires enable parents to offer their views, which the childminder responds to positively. For example, she has ensured parents share their children's learning records more frequently, based on a parents' request. The childminder has well-established

partnerships with other providers, including the local school, to ensure children benefit from continuity in their learning.

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	EY249308
Local authority	Cambridgeshire
Inspection number	960826
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	22/07/2013
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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