

<b>Inspection date</b>	03/11/2014
Previous inspection date	15/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 has high expectations, setting challenges, which promote progress and development across all areas of learning. Therefore, children acquire the skills, which they need to be ready for school.
- Partnerships with parents are successful and ensure children receive support and continuity of care and learning, as they move between their home and the childminder's home.
- The childminder has a good understanding of her responsibility to protect children from harm. She implements robust procedures, undertaking regular risk assessments and maintaining her knowledge about child protection. This ensures that children are safe in her setting and protected from unsuitable adults.
- The childminder is diligent in monitoring and reflecting on her practice. This enables her to deliver good learning opportunities for children, as well as meeting the childcare needs of their parents.

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

- The childminder does not fully extend opportunities for children to explore similarities and differences between themselves, as a result their understanding of the world does not reflect the diversity between them.
- The childminder does not take full advantage of chances to explore natural resources. This has a negative impact on children's understanding of the natural world.

## 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 spoke with the childminder and children at appropriate times throughout the inspection. The inspector reviewed written acknowledgements from parents relating to the service offered by the childminder.
- The inspector observed and talked about activities in all areas used by the children, both inside and outside.
- The inspector reviewed documentation and carried out joint discussions with the childminder in relation to making observations of the children's play, learning and progress.
- The inspector looked at a selection of policies, procedures, training records and relevant documentation, including safeguarding records and suitability checks for the childminder and her family.

## Inspector

Lynn Clements

## Full report

### Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children in a house in Comberton, Cambridgeshire. All areas of the home and rear garden are used for childminding. There are currently four children on roll, all of whom are in the early years age group. The childminder attends local toddler groups and visits the shops and park on a regular basis. She operates her service all year round, Monday to Thursday, from 8am to 6pm, except for bank holidays and family holidays. 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 the already very good opportunities for children to expand their understanding of diversity, enabling them to further explore the similarities and differences between their families and the people around them
- expand support for children's emerging investigation skills, for example, by extending the provision of natural resources in the outdoor and indoor environments.

## Inspection judgements

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

The childminder has a very good understanding of how young children learn and develop. She implements positive teaching techniques, which enable children to extend their knowledge and build on existing skills. For example, by allowing children time to listen, think and then respond, they are able to develop their language for communication at a pace that suits their individual abilities. The childminder undertakes ongoing assessments diligently, including the progress checks for children aged two to three years. As a result, the childminder is able to identify any realised or potential gaps in learning and take decisive action to minimise or wherever possible close them. The childminder carefully tracks children's progress to identifying their next steps for learning. This attention to detail means that each child makes very good progress across all areas of learning due to the targeted support and monitoring. Children are acquiring the skills, attitudes and dispositions, which they need to be ready for school or the next stage of learning.

The quality of teaching is very good. All children are currently working well within the expected range, related to their age and abilities. The childminder has high expectations and as a result, she plans activities and sets challenges, which promote a positive, fun

learning environment. Children thoroughly enjoy matching and sorting games. They ably identify identical objects as they play snap, extending their concentration and memory skills as they become deeply involved in the game. The childminder provides toys and resources, which reflect diversity within the wider world. This enables children to learn about differing cultures and customs. However, the differing backgrounds of the children attending, are not reflected well to enable them to learn about the similarities and differences between themselves. Children's understanding of mathematical concepts are well nurtured as they learn that they need two cards to make a set. Other children enjoy accessing books. They quickly become absorbed, clearly using the pictures to provide them with clues to the story line. The freedom to access and enjoy books helps children to learn that print carries meaning. Small world play enables children to explore their imagination. They implement their own ideas, based on real or pretend experiences, extending their make believe games as they use train sets or diggers during improvised play. However, opportunities for children to play with and explore natural resources are not easily accessible. This means that there is room to enhance the provision of these, in order to enrich further children's developing understanding of the natural world.

Parents make good contributions to their children's learning and development. Time shared each day enables them to talk about the achievements their children make at home. This information helps the childminder to learn more about each child. She considers this when assessing their overall development. The childminder is then able to plan future learning opportunities based on what each child knows and can do, both within her setting and at home. She also takes time to share information and ideas with parents, helping them to know what their children enjoy doing each day. This enables them to extend and build on their child's developing interests and skills at home.

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

All the children in the childminder's care are happy and well settled. The childminder fosters their personal, social and emotional development extremely well. This enables children to embed the confidence and self-esteem, which they will need to make self-assured moves onto pre-school or school. Children greet each other warmly, with open arms. They make good friendships together and with the childminder and her family. The childminder pays particular attention to their health and self-care. She gives children lots of encouragement to help them to become independent. They complete simple tasks for themselves, such as sitting together and joining in social snack and meals or on other occasions, collecting the wipes from the kitchen, when they feel they have sticky hands. Children clearly learn about their personal care needs and how to deal with these.

Children enjoy opportunities outside to join in activities that are more robust. These provide chances for them to build further on their existing physical skills. Children develop their hand-eye coordination and learn to move their bodies in differing ways. These occasions also enable the overall development of their muscles and help to encourage positive attitudes towards adopting healthy lifestyles. The childminder encourages parents to provide healthy meals and snacks, which children can enjoy during the day. Children learn about the importance of making healthy choices from a variety of well-balanced, nutritional foods, which enable them to thrive. The childminder pays particular attention to

supporting children's developing understanding in relation to keeping themselves safe. Children learn about the importance of crossing roads safely, along with important rules about 'stranger danger'. For example, when other adults visit the childminder's setting, children take their cue from the childminder. They remain wary of the stranger until the interaction of the childminder helps them to know that it is safe to interact.

The organisation of the childminder's setting is conducive to children's learning and development. They enjoy access to child-height storage, which enables them to make their own choices about the toys, resources and books, which they wish to explore. This builds directly on their independent skills, which they need to develop their investigative skills further. Children have fun joining in activities and undertaking everyday tasks, such as sitting together for snack. The childminder supports this well, providing child-height furniture, enabling children to develop within a well-organised, child-centred environment. Information from parents is obtained and in place prior to placement. This makes sure that the childminder has the relevant knowledge, which she needs to provide good care for children, tailored to meet their individual care needs. For example, information is in place, which relates to the children's individual medical, dietary or religious requirements.

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

The childminder clearly understands her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She undertakes regular child-protection training. This enables her to update her understanding about how to deal quickly and efficiently with any concerns she may have relating to a child in her care. The childminder also undertakes risk assessments of her home to make sure that all areas, accessible to children, are safe and secure. This protects children from potential hazards both inside and outside, while in the childminder's setting. The childminder also pays attention to the safe planning of any trips or local walks, all of which supports the positive well-being of the children. She pays particular attention to monitoring the planning and delivery of the educational programmes, the consistency of assessment and the progress each child makes towards the early learning goals. Her observations are used well to identify any of the children, who may need extra support to minimise or close gaps in their learning. Children are supported extremely well across all areas of their learning and development as the childminder pays attention to detail. This helps them to make good progress and prepares them well for later learning.

The childminder clearly understands that her continued training has a positive impact on her understanding and ability to provide a positive teaching and learning experience for the children. As a result, she maintains her continual professional development and actively evaluates the impact this has on her practice. The childminder undertakes regular self-evaluation of her practice and the physical environment of her setting. The childminder also takes time to consider children's ideas, taking account of their interests and needs and suggestions made by their parents. For example, the childminder is currently developing a regular email service for the parents, following a recent request. The childminder has addressed recommendation raised at her last inspection. Policies and procedures are now maintained well and updated as necessary. She shares these with

parents, so they are aware of requirements in relation to her setting. In addition, attention to assessment has enabled the childminder to make sure that children make consistently good progress in their learning and development. Also, attention to regular self-evaluation is enabling the childminder to meet the changing needs of parents and children.

Partnership with parents is very good. They state that the childminder has been 'wonderful' at looking after their child and note that she is reliable and flexible, providing extra sessions if needed. Parents feel the childminder's manner is both professional and friendly, helping them always to feel comfortable when leaving their children in her care. They say that their children have enjoyed being with her and tell them about the activities they enjoy doing. Parents state that the childminder is calm in her nature and they love the atmosphere of play, which she creates, finding that it is very nurturing for their child. They would happily recommend her setting to friends and look forward to continuing to use her service. Children currently do not attend any other settings, however, the childminder is clear and confident about her ability to work positively with staff in other settings at anytime.

### **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>	222759
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	876381
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/11/2010
<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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