

Inspection date

06/11/2014

Previous inspection date

08/10/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder monitors each child's learning and development over time. This enables her to understand what their individual learning styles are and how she can continue to motivate and engage them in high quality learning, which continues to capture their imaginations.
- The children are supported exceptionally well to acquire the skills they need for future learning and the move on to school. They are provided with a superbly wide range of pertinent resources, which enable children to explore across differing areas of learning. As a result, they make exceedingly good progress towards the early learning goals.
- The childminder plans meticulously for each child prior to their placement in her setting. As a consequence, they enjoy excellent continuity of care and the settling-in routines are very reassuring. This attention to detail provides positive nurturing experiences for the children and supports excellent partnerships with their parents and carers.
- The childminder is exceptionally well-organised and, as a result, her setting is managed exceedingly well. Attending regular training, for example, child protection, ensures that she is clearly aware of the most up-to-date action to take if she is concerned about a child.
- The childminder makes sure that her setting is kept safe and secure. This protects the children from potential hazards and prevents them from leaving the premises unescorted.

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 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 observed and talked about activities in all areas used by the children, both inside and outside.
- The inspector looked at a selection of policies, procedures, training records and relevant documentation, including safeguarding records, and checked evidence of suitability checks for the childminder and her family.

Inspector

Lynn Clements

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 two children in a house in Cambridge. The whole of the house and the rear garden are used for childminding. There are currently two children on roll, both 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 collects children from the local school and pre-school. The childminder operates her service all year round, Monday to Friday, from 7am to 6pm, except bank holiday and family holidays. The childminder holds a Foundation Degree in Early Childhood Studies.

What the setting needs to do to improve further

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

- enrich the already excellent outdoor play opportunities, for example, by extending the covered area and increasing access to resources, reflecting the marvellous indoor activities and enabling outside learning to take place throughout the year.

Inspection judgements

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

The childminder has an exceptionally good understanding about how to support and enable each child in her care. This means that the children competently acquire the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. The childminder uses clear assessment for learning processes. This close monitoring supports each child's individual learning and development exceptionally well. Clear tracking identifies what progress is made. As a result, any potential gaps in learning are accurately identified. This enables the childminder to take swift action, where necessary, to minimise these. Where this is not possible, she promptly seeks additional and targeted support from other early years professionals. Parents share information prior to placement, enabling the childminder to learn about their child's particular interests and abilities. Following on from this, they continue to take an active role in their children's ongoing learning and development. For example, they make written comments in their child's daily diaries, or talk with the childminder about learning which happens at home. In addition, parents and the childminder work together to complete the necessary progress checks for children aged between two and three years. This means that each child is extremely well prepared for very positive moves on to pre-school or school.

The childminder uses a wide range of teaching techniques. This provides excellent, multi-sensory learning opportunities for children, who use all of their senses, interacting positively with each other and the childminder. Children enjoy selecting books independently and with confidence. They really enjoy sharing these. This is because the

childminder becomes a character from the story, helping to make learning exceptionally interactive and fun, and bringing it to life for the children. She encourages babies and toddlers to help her tell the story, which is all about them. Children and babies learn quickly that the pictures in books are clues that will help them with their ideas. They point with sheer excitement to the various scenarios, and the childminder expertly weaves these into the story, much to the delight of the children. The childminder meticulously plans stimulating environments both inside and outside, using her ever-increasing knowledge about children's developing interests and skills. As a result, the range of activities effectively capture the children's imagination, participation and concentration. Children enjoy accessing resources, which enable them to explore their own ideas and growing thoughts. In addition, the childminder provides a very good range of resources that enable the children to learn about technology in differing forms, and how the digital world has become a huge part of the everyday environment. For example, children enjoy taking photographs as they play and learn. They become very competent in using cameras and, subsequently, learn how to make prints of the pictures they have taken. Children demonstrate their growing understanding about how to use technology as they place the camera on the docking station and then press the print button to make the picture come out of the machine. As children have access to everyday technology and learn how this equipment works and fits into their world, the childminder has identified the need to further enhance outdoor learning opportunities, by extending the covered space and providing an even greater chance for children to explore nature all year around.

The quality of teaching and its impact on the progress children make, relative to their starting points, is exceptionally good. Children become confident and competent communicators, making their needs known and learning how to communicate effectively with each other and adults. The childminder is extremely good at adapting her practice in order to meet the range of needs across differing age groups. For example, she organises her play space to encourage learning on different levels. The floor allows babies to roll and crawl freely, while toys or resources, placed just out of their grasp, encourage and provide very good challenge as they stretch out to reach them. Consequently, this helps babies to develop their personal independence, investigative skills and muscles. Older children are very much encouraged to make their own decisions in relation to what they wish to investigate. The childminder interacts with them, extending learning where necessary to make sure that children remain well-challenged at all times.

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

The childminder nurtures exceedingly warm and caring relationships at all times. Attention to learning about each child's care needs prior to them joining her setting means that she can organise the environment, indoors and outdoors, to reflect their interests and personal needs. This enables the children to settle very quickly and feel at home and safe with the childminder and each other. As a result, their confidence and self-esteem soar. The children's personal, social and emotional development is fostered exceptionally well. This provides them with very positive early years experiences, helping them to grow and build upon their existing skills, as they move on to nursery or school.

The childminder provides plenty of opportunities for the children to build on and extend

their physical skills. Outdoor learning motivates children to move in different ways, while keeping themselves safe. For example, they have fun using larger equipment, such as slides, and develop their coordination and balance as they climb and negotiate safely, transferring themselves from the top of the ladder onto the slide. All children behave exceedingly well. They show genuine kindness and real consideration for each other and the childminder. Older children pass toys to the very young ones, patiently showing them how to press the buttons to make lights flash or sounds emit.

The particular needs of children are met extremely successfully because parents share clear information with the childminder about their care requirements. For example, parents' wishes are undoubtedly respected as information relating to diets, medical or religious requests are recorded and acted on. In addition, this information also protects the welfare of the children, for example, in the case of a specific medical need. Children learn about the importance of healthy eating and extremely good procedures are in place in relation to developing their self-care skills. With the childminder's excellent support and dedicated approach to working closely with parents, the children actively develop their physical skills and understanding about the importance of leading healthy lifestyles.

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

The childminder has an excellent knowledge about her responsibilities in meeting the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage. She has clear and effective monitoring systems in place, enabling her to identify where any additional support is required and what progress children make over time. This information is used extremely well when planning the delivery of educational programmes for each child, in order that they can build securely on what they know and can do. The childminder pays particular attention to the safety and welfare of the children. She updates her knowledge in relation to safeguarding children and implements robust risk assessments in order to protect children from hazards. In addition, the childminder attends regular training, in order to keep her understanding up to date. This means that she continues to understand clearly what to do if she is worried about a child in her care. As a result, the childminder is able to take swift and measured action to protect children.

The childminder understands about the benefits of attending regular training. As a result, she is careful to plan her professional development, as part of her ongoing reflective practice. This includes undertaking in-depth professional training, such as recently completing a degree in Early Childhood Studies. The childminder knows that by increasing her knowledge and understanding about how children learn, she can provide increasingly positive and constructive environments to provide children with high quality learning opportunities that challenge them and support them in their achievements. The childminder has a clear focus on continuous improvement. She takes time to evaluate her setting and listens to parents and the children about how she can adapt and develop her practice. This attention to detail means that she is able to respond exceptionally well to the needs of children and parents.

Since the last inspection, the provider has addressed assessing risks within her home, garden and for when organising outings. This means that all necessary measures are taken in order to keep the children safe and secure in her care. Partnership working has been extended and the childminder works extremely closely with parents and other professionals involved with the children where necessary. This provides highly successful personal and emotional support for the children and their parents. In addition, it enables the childminder to remain up to date about any issues, which may have an impact on individual children and their family. This ensures that, where required, she adapts her practice to meet their changing needs. Parents report that they are extremely happy with the care and support offered by the childminder. They feel she goes over and above her role, supporting every aspect of their children's learning and development, and providing them with exceptional peace of mind when leaving their children in her care. Parents state that they wish all families requiring childcare, could access this childminder's setting.

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	259587
Local authority	Cambridgeshire
Inspection number	871628
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	08/10/2009
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

