

Inspection date	12/11/2014
Previous inspection date	03/02/2009

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 in their learning and development as educational programmes cover the seven areas of learning and are tailored to their individual stages of development.
- Children are learning the importance of a healthy diet and lifestyle through regular hand washing, nutritious food and opportunities for outside play. They are gaining age-appropriate independence and behave well.
- The childminder has good relationships with parents and the children she cares for. Parents value the support for learning and development the childminder provides.
- Children are safeguarded, as the childminder is knowledgeable about child protection procedures. Risk assessments contribute to children's safety in and out of the home.
- The childminder's evaluation of her provision correctly identifies areas that she can extend to improve her practice and the already good provision provided for children. This will ensure children continue to receive a good quality learning environment.

It is not yet outstanding because

- Occasionally, the childminder misses opportunities to extend children's critical thinking by not allowing enough time for children to form their own answers or develop their own ideas for solving problems.
- The new links with other settings are not yet fully embedded to wholly support consistency and continuity in some children's learning.

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 compulsory part 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 house, and talked with the childminder and children.
The inspector looked at a range of documentation including; children's observations and assessment records, evidence of suitability of household members, the childminder's training, safeguarding procedures and risk assessments.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took into account the views of parents through written feedback.
- The inspector viewed the childminder's self-evaluation of the provision.

Inspector

Julia Sudbury

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her adult child in a house in Cambridge. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the park on a regular basis. She collects children from a local pre-school. The childminder cares for children who speak English as an additional language. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5.30pm, Monday to Wednesday, except bank holidays and family holidays. 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:

- build on the links recently made with other settings that children attend, to embed a consistent two-way flow of information to further promote continuity in children's learning
- enhance opportunities for children to think critically, for example, through the consistent use of effective questioning to encourage them to experiment and explore their own ideas.

Inspection judgements

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

Children are happy and interested learners who are working within their expected range of development. As a result of the childminder's teaching, children are developing good self-esteem and the skills required for the next stages in their learning and their eventual move to school. The childminder talks to children about what they are doing as they play, responding to their early word formation, extending their vocabulary and supporting pronunciation. This supports children's ongoing language development. She talks knowledgeably about the children she cares for, discussing their current interests and next stages of learning. The childminder demonstrates a good understanding of how to support children's development. For example, she adapts activities to meet the differing developmental needs of children of different ages. This ensures all children are provided with an age-appropriate learning environment. The childminder sensitively guides and supports children as they attempt new skills, giving praise at appropriate times during activities. However, the childminder sometimes overlooks opportunities to support children's critical thinking, through the use of appropriate questions and allowing enough

time for children to formulate their own answers. This means children sometimes miss opportunities to find their own solutions and think critically during their play.

Children's starting points are collected through the childminder's own early observations, discussions with parents and on-entry assessments. The ongoing learning and development of children is captured through informal observations and the use of photographs which are linked to the areas of learning. Observations and assessments of children are used effectively to plan for their next stage of development. The use of daily diaries and verbal feedback helps to ensure parents are engaged in supporting their children's learning. The childminder provides support for children who speak English as an additional language. She collects some key words from parents and dual language books help support children to value their home language during their play.

The childminder provides a welcoming learning environment. Resources and activities are available across the seven areas of learning. Early mathematical development is supported through counting as children play, while the provision of jigsaws and shape sorters helps children learn about shape and size. Children's early attempts at writing are supported through a range of messy play activities, such as painting, which allows them to explore the marks they make. The childminder reflects on the different ways in which children learn and they are supported to follow their own interests. As a result, most of the time, children spend sustained periods engaged in activities which build and enhance their learning.

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

The childminder has a flexible settling-in process, during which time she gets to know the child and family. She collects information from parents before children start. As a result, the childminder has a clear understanding of their routines, abilities and preferences. Consequently, children quickly settle in the childminder's home and demonstrate warm and caring relationships with her. This ensures the emotional well-being of children is supported. Ongoing discussions with parents mean that routines are adapted to meet the changing needs of children as they grow and develop. This ensures continued, age-appropriate care is provided. Children who are moving onto other settings are prepared for the changes as the childminder talks to them about the move and how the new setting will be. Furthermore, children are supported to develop age-appropriate self-care skills, such as putting on their own coats and washing hands. This ensures children are emotionally secure in all stages of their learning.

Children show confidence and security as they freely move around the childminder's home selecting toys and resources. This supports children to develop age-appropriate independence. The childminder is a good role model, demonstrating care and support for the children in her care. She sensitively reminds children to share resources and to help tidy up resources their toys to keep the room safe. As a result, children behave well and show respect for each other and the environment. Children are learning to keep themselves safe. For example, while walking to local activities, the childminder supports

children to cross roads safely. The childminder makes good use of local groups, giving children opportunities to develop their social skills. Children are learning about health and hygiene through activities and daily routines. Children are supported to wash their hands before meals and the regular use of local parks provides opportunities to run, climb and jump. Walking to local groups further supports children's understanding of the importance of physical exercise and fresh air. The childminder provides healthy snacks, such as fruit and water which help children to understand and value the importance of a healthy diet.

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

The childminder has a good understanding of safeguarding procedures and how to keep children safe from harm. She has attended child protection training and is aware of the possible indicators of abuse and how to proceed should she be concerned about a child. The childminder has a range of procedures in place that are shared with parents. This means that she has clear guidelines to work to and is aware of her responsibility for keeping children safe. She has safety equipment in place, such as stairgates, and holds a current first-aid certificate. She has a procedure to follow in the event of having to evacuate the house and practises this regularly. Members of the household are vetted suitably. As a result, children are cared for in a safe and secure environment.

The childminder demonstrates an understanding of how to develop her practice and has made progress with the recommendations set at her last inspection. She makes use of support provided by childminders at local groups and reads articles in professional magazines to help ensure she is up to date with her practice. The childminder has in place accurate self-evaluation of her provision. Areas identified for improvement are tailored to developing the learning environment for children in her care. For example, the ongoing development of children's learning records. The childminder regularly monitors and tracks children's progress. This regular monitoring and tracking ensures children make good progress in their learning. Where children fall behind expected levels of attainment, the childminder puts in place appropriate measures to support their learning and development. As a result, children are making good progress towards the early learning goals.

The childminder communicates with parents and carers about children's care and learning. Good partnerships are in place. During the settling-in process, she shares policies and procedures. Ongoing discussion and the sharing of ideas ensure parents are involved in their children's learning and development. Parents praise the childminder. They value the flexible care she provides and the stimulating activities children take part in. The childminder understands the importance of sharing and gathering information from other early years providers. Links have recently been established with other settings attended by the children in her care and information is beginning to be shared. However, this process is occasionally inconsistent and is not as yet highly effective in promoting wholly continuous support for children's learning.

The Childcare Register

The requirements for the compulsory 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	222278
Local authority	Cambridgeshire
Inspection number	866026
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	03/02/2009
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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