

Inspection date	19/11/2014
Previous inspection date	17/06/2010

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

- Partnerships with parents, carers and other providers are good. The childminder is proactive in sharing information which effectively supports children's learning. As a result, children benefit from a consistent approach to their learning and development.
- The childminder has a good understanding of safeguarding children and she is aware of the procedures to follow in the event of a child protection concern arising. Consequently, she is promoting children's welfare.
- Teaching is effective and children make good progress given their starting points and capabilities. The childminder conducts regular observations and assesses children's learning, while incorporating their next steps in learning into future planning. As a result, children enjoy a range of enjoyable opportunities.
- The childminder provides a warm and welcoming environment where children are settled and happy. She promotes their well-being effectively and supports them in building secure bonds and attachments. Consequently, the childminder promotes children's personal, social and emotional development.

It is not yet outstanding because

- The childminder occasionally misses the chance to extend children's thinking further, for example, through open-ended questioning.
- Opportunities for children to develop their understanding of mathematics are not maximised during some activities and experiences.

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 took account of the views of parents, as recorded in written reference letters. She also reviewed the childminder's self-evaluation.
- The inspector observed activities in the childminder's home and garden. She talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector conducted joint discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Jo Rowley

Full report

Information about the setting

The childminder was registered in 1996 and she is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in Cambridge. The whole of the ground floor and two upstairs bedrooms are used for childminding. The family have a dog. The childminder takes children to and collects them from the local schools and pre-schools. There are currently 11 children on roll, six of whom are in the early years age range. All children attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, 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 opportunities to further develop children's ability to think further, for example, by using more open-ended questioning during play
- expand opportunities for children to further develop their mathematical skills in everyday situations.

Inspection judgements

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

The childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She has a clear understanding of the importance of finding out about children's starting points and she completes regular observations of children as they play. This enables her to assess where children are in their learning from the start. The childminder uses the information she gains from observations effectively and with approved guidance, she can see clearly where children are in their learning and development. She identifies children's next steps in learning and uses these alongside their interests to plan future activities. As a result, children are making good progress given their starting points and capabilities.

Teaching is good. The childminder supports children's communication and language development well and they are reaching expected levels of development in communication. She uses spontaneous opportunities to introduce new words. For example, as they explore with water the childminder uses words, such as 'dripping' and 'flowing' to explain how the water travels through the funnels and tubes. With repetition of the words, the childminder is encouraging children's growing vocabulary. The childminder promotes good opportunities for children to develop their physical skills as they take part

in regular planting and growing activities. The children use soil as they transport this to plastic containers and add a range of bulbs, which links to the current autumn theme. However, the childminder misses some opportunities to extend children's thinking. For example, as children talk about planting the bulbs the childminder explains that they need to water them. There is limited discussion about why they need to water the bulbs or open-ended questions to encourage them to think about what they are doing. As a result, the childminder is not enhancing all opportunities for children to think further.

The childminder regularly promotes children's personal, social and emotional development through effective praise and encouragement. For example, she displays their achievements for everyone to see and encourages parents to share their children's wow moments from home. Consequently, she promotes their self-confidence and self-esteem. The childminder supports opportunities for children to be independent, in readiness for school. For example, she encourages them with tasks such as putting on their outdoor shoes and waterproof clothing as they prepare for outside play. Children independently explore a range of activities and enjoy demonstrating how they make shapes, such as triangles and squares with some magnetic pieces. Additionally, they use number cards and show these to the childminder who asks some questions about the numbers they see. However, the childminder does not use the spontaneous opportunities to enhance children's knowledge of mathematics. As a result, their knowledge of mathematics is not maximised in everyday situations. The childminder has strong relationships with parents. Communication is a priority and the childminder encourages this well, through daily diaries and verbal discussions. Before children start with her she encourages parents to tell her everything they know about their children. Parents are encouraged to look at developmental guidance with the childminder, to assess where they feel their children are in their learning. This fully supports their knowledge and understanding of children's abilities and enables the childminder to plan effectively for their individual needs. Older children are able to choose from a wide range of resources, which are stored appropriately for them to independently access. As a result, the childminder promotes all children's learning.

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

The childminder supports children's emotional well-being and provides a warm and welcoming environment. Children are making effective bonds with the childminder and their peers and they build firm friendships. For example, as they paint the tree of the autumn collage they chat happily to themselves and to the childminder. They share their ideas and talk about what they are doing. They make independent choices about the utensils they use, for painting and take turns in mixing the colours of the paint together. The childminder demonstrates that she values what the children say as she listens carefully when they are speaking. Consequently, the childminder promotes children's personal, social and emotional development.

The childminder supports children's needs well. She takes into account their individual needs and meets these accordingly. For example, as children become tired she sits and reads a story while still acknowledging what other children are doing close by. In her role as key-person, the childminder demonstrates a good knowledge and understanding of

each child in her care. She ensures that she continually informs parents of what their children are doing and through regular communication, she meets their care needs appropriately. The childminder promotes opportunities for children to enjoy a smooth transition to school. For example, they regularly walk to the school to drop off and collect other children. They talk about school routine and the childminder uses books to support children's knowledge of what to expect. Children behave well and show kind behaviour towards others. For example, during activities, they make space for other children to join in and they share the resources happily. The childminder is a good role model. She uses kind words and a calm approach to ensuring that children learn about feelings and emotions. Consequently, children are aware of the boundaries and learn about appropriate ways in which to behave.

Children enjoy good opportunities to explore the outside environment as they dress for all weathers and access fresh air on a daily basis. They use a good range of stimulating activities in the garden, such as the mud kitchen and the good opportunities they have for fresh air and exercise has a positive impact on their physical development. Children use a wide range of objects as they create masterpieces with mud. Additionally, the childminder provides healthy snacks to support opportunities for them to lead healthy lifestyles. While out of the home children learn about risks and hazards. For example, the childminder explains the importance of staying close to her as they explore the local woodland together. Additionally, when inside the home the childminder uses opportunities, such as sitting at the table to discuss their safety and the importance of sitting still. As a result, children learn how to manage personal risks and hazards.

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

The childminder has a good knowledge of the procedures to follow in the event of a child protection concern arising. She demonstrates a thorough understanding of the signs and symptoms of abuse and attends additional safeguarding training. She is aware of the professionals to contact with concerns and completes the required suitability checks for household members. The childminder regularly uses risk assessments in the home and on outings, to protect the children in her care. For example, she completes a visual check of her home on a daily basis. Additionally, she has improved her written policies and procedures since her last inspection. She regularly reviews all her documentation and shares this with parents, to ensure that they are always informed. As a result, the childminder is promoting children's safety and overall welfare.

The childminder regularly looks at the children's learning journey records and shares these with parents to discuss their development. She reviews the progress children make and continually seeks input from parents. As a result, she is able to evaluate the good progress children make. She monitors the activities she plans and is fully aware of her own areas for improvement. She listens closely to the views of parents and has a wide range of positive references from parents, who are complimentary of the service she provides. The childminder regularly takes account of what children say and she incorporates their ideas into future themes and topics. As a result, she is effectively monitoring and evaluating her practice and therefore, she is able to promote continuous improvements.

Partnerships with parents and carers are good. The childminder works closely with parents to promote a successful approach towards children's learning and development. For example, they regularly share a two-way flow of information to meet the children's needs effectively. Additionally, the childminder asks parents to look at their child's learning journey on a regular basis and share any comments they may have about the progress children are making. Partnerships with other providers, delivering the Early Years Foundation Stage are good. For example, the childminder communicates with pre-school staff about children's learning. Additionally, she shares information with other childminder's, where children are attending. Consequently, children benefit from this consistent approach to their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	222614
Local authority	Cambridgeshire
Inspection number	864287
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	17/06/2010
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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