

Inspection date	27/11/2014
Previous inspection date	04/09/2009

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

- Children are cared for in a highly stimulating environment with resources and displays that significantly enhance learning and provide challenges both indoors and outdoors. As a result, children demonstrate high levels of engagement and well-being.
- The childminder has a superb knowledge of how children learn and very successfully moves children forward in their learning. This is because she knows when it is appropriate to intervene and when to sit back and allow children to take the lead.
- The childminder is meticulous in tracking children's development and consistently offers enriching and challenging learning and play experiences so that all children make very good progress.
- The childminder successfully strives to provide a superb quality provision which enables her to effectively monitor and exceed the requirements of the Early Years Foundation Stage. Her secure commitment to working in partnership with parents and other external agencies ensures that children's needs are quickly identified and supported.
- The childminder carries out extensive risk assessments of activities both indoors and outdoors. She has a secure understanding of her role and responsibility in safeguarding children. Consequently, the safeguarding and welfare requirements are very well met.

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 talked with the childminder and the children present and observed and discussed an activity with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- checked evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Anne Bell

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Cambridge. The childminder uses a purpose-built playroom, as well as the whole of the ground floor of her home, for childminding. There is an enclosed garden for outdoor play. The childminder takes children to and collects children from the local schools and pre-schools. There are currently eight children on roll, of whom six are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30 am to 5pm, Monday to Friday except for 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:

- extend the excellent partnership with parents by supporting them to prepare their children in readiness for school.

Inspection judgements

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

The childminder has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage and how young children learn and develop. She is highly competent at promoting the skills that children need in order to become effective learners. She encourages children to play and explore by providing uninterrupted time with exciting, stimulating activities and resources. As a result, children develop high levels of concentration and perseverance. For example, young children are fascinated and absorbed in learning as they explore a superb range of sensory materials, such as, soft beads, shakers, shredded paper and mirrors. The childminder very successfully moves children forward in their learning as she encourages them to investigate these materials. This is because she knows when it is appropriate to intervene and when to sit back and allow children to take the lead. The childminder carries out regular observations of children's learning and maintains extensive records of their achievements. She uses this information to make extremely accurate and precise assessments of children's stages of development. Next steps in learning are clearly identified to ensure that learning opportunities are never missed. Planning truly reflects children's interests, both within the setting and at home, as parents are given every opportunity to share what they know about their child.

The childminder is highly effective at teaching children the early stages of reading and writing. She provides a print-rich environment, and a wealth of activities, that promote the

beginnings of literacy. She reads stories to children and follows up with interesting resources and activities to extend their understanding. For example, she uses props to tell the children a story about a hungry caterpillar, and then extends this by encouraging them to make their own fruit kebabs, and to represent the story in drawing and collage. This promotes children's love of books and their literacy skills in a highly effective way. The childminder promotes children's understanding of the world around them exceptionally well. She takes children to buy seeds and bulbs which they then plant and look after. She follows this up with a trip to the local botanical garden, to extend their knowledge even further. She takes children to observe work on a nearby building site, where children use electronic tablets to take photographs and then make their own books about the activity. This means that children learn about the use of technology in a meaningful way. This is extended by children pretending to be builders, and using toy tools and equipment, to enhance their creative and imaginative play. The childminder provides children with a purpose-built playroom. The room is extremely attractive, with a wide range of stimulating resources which children can access themselves. This means that they have a wealth of opportunities to lead their own play, with highly interesting resources. The environment is rich in opportunities for children to learn about letters and numerals, with a wide variety of posters, signs and labels. This encourages children's literacy and mathematical development in a fun, playful way. The childminder provides a wide range of opportunities for children to be active and to develop their physical skills. This includes playing in the superbly equipped garden with sand, water, wheeled toys, tunnels, tents and role play equipment. The childminder also takes children to the local parks, lakes and soft-play area, where they can challenge themselves and learn to manage their own risks on the larger apparatus.

Partnerships working with parents is exceptional. When children start attending her setting, parents receive a comprehensive pack that tells them about the Early Years Foundation Stage. They also receive a copy of all policies, so that they are fully informed about the work of the childminder. The childminder sends home the children's learning journals on a regular basis and invites parents to contribute to her records of children's achievements by adding their comments and observations. She also writes a termly report for each child, which is shared with parents. As a result, parents are well informed about how to support their children's learning at home. The childminder provides an excellent range of learning experiences that provide children with the skills they need to become ready for nursery and school. She is fully aware of the importance of working in partnership with parents to support them in maximising their children's school readiness.

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

The childminder has an excellent settling-in policy and procedure. Children visit for short periods to become accustomed to her and their new setting, and then gradually stay for longer. Therefore, children's sense of confidence and security are promoted well, as they are supported to become accustomed to new situations. The childminder uses this time effectively to gather a wealth of information regarding children's individual care needs and interests. She then incorporates this information into her day-to-day planning. Parents are fully informed about their children are cared for and how their development is promoted.

The childminder provides daily feedback to parents, either verbally or through a detailed daily diary. She also communicates with parents through text and email. This means the childminder is highly effective in sharing information, regarding care needs, in a timely fashion.

The childminder is extremely warm and supportive towards the children in her care. She knows the children's individual needs and interests very well and is dedicated to supporting them. When children arrive at the start of the day, the childminder gives them lots of gentle verbal and physical support, while they adjust to separating from their parents. This helps them to develop a sense of security and confidence. The childminder ensures that children's favourite toys are ready before they arrive. This helps children to feel valued. Children respond extremely well to the childminder, demonstrating their trust and confidence in her, as they include her in their play, and turn to her for reassurance. The childminder clearly understands the importance of building children's levels of emotional well-being, and she works hard to develop their self-esteem and confidence. This includes taking the children to visit the local library, soft play area and toddler groups, so that they can experience a wider range of social opportunities with children of their own age. The childminder has high expectations for children's behaviour. She uses very positive methods to encourage children to share and take turns with the toys and she praises them when they do so. Consequently, children learn important social skills that support them when they transfer to nursery and school. They develop an understanding of the importance of physical exercise and fresh air, as they play in the well-resourced garden each day and visit local play areas and parks. The childminder places a high priority on children's healthy eating. She provides nutritious, well-balanced snacks and meals, which are attractively presented. She also provides regular cooking activities. This encourages children to enjoy new foods and to learn about a healthy diet. The childminder teaches children about good hygiene practices, as they wash their hands before and after eating and after using the toilet. The childminder places an extremely high priority on children's safety. She carries out detailed risk assessments to ensure that children's safety is maximised both inside and out of the home. She conscientiously teaches children about road safety, and stranger danger, so that children learn the measures they must take to manage risks, and keep themselves safe when outside the home. Inside the home, she teaches children to be aware of each other's safety, for example when there are babies playing on the floor. As a result, children learn to take responsibility for themselves and their environment.

The childminder places a strong emphasis on helping children to become independent in preparation for school. She ensures that children have the practical skills they need at school, such as, being able to dress themselves, put on their own shoes and feed themselves at lunchtime. This means that children can approach their new settings with confidence, because they can manage their own hygiene and personal needs. The childminder has superb procedures in place to support children when they transfer to other settings. She completes a transition report for each child, so that staff at the new setting are aware of the child's needs and interests from the start. As a result, children settle very quickly in their new setting and disruption is minimised. Once the children have settled at nursery or school, the childminder works closely with the new key person to ensure that there is continuity of care and learning for each child. As a result, children's well-being and progress are maximised.

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

The childminder is extremely knowledgeable and experienced. She regularly updates her safeguarding training in order to refresh her knowledge. As a result, she demonstrates a very secure understanding of the signs and symptoms that would cause her concern with regard to a child's well-being. She implements an extensive range of policies and procedures and is fully aware of the steps to take in the event of a concern. She ensures that suitability checks are carried out on the adults living in the home and children are never left with anyone who is not vetted. She introduces visitors to the children and explains the reason for their visit, providing reassurance. There is a highly comprehensive risk assessment in place, which covers all aspects of the provision, indoors and outdoors, as well as visits and outings. The childminder has considered all aspects of risk within her setting and has been extremely conscientious about putting in place measures to ensure children's safety at all times. As a result, children's welfare and safety is extremely well promoted.

The childminder has excellent systems in place to monitor children's progress. She carries out frequent observations of children's learning and interests, and then uses this information to plan precisely for their next steps in learning. As a result, activities are extremely well matched to children's learning and development needs and they make excellent progress. The childminder carries out sharply focused assessment and monitoring of children's progress across all areas of learning. This means that she can precisely track and identify children's stages of development. As a result, children's strengths, and areas for development, are promptly addressed and supported. The childminder completes the progress check for children between the ages of two and three years and shares an extremely detailed written summary with parents to enable them to support children's developing skills at home. The childminder attends extensive training and networking opportunities. This ensures that she is up to date with current policy and practice. The childminder shows a passionate commitment towards her ongoing professional development, so that she can continue to provide a high quality service to children and parents. She has thoroughly addressed the recommendation from her previous inspection and demonstrates impressive levels of motivation and enthusiasm about her work.

The childminder works very effectively alongside other settings that children attend. She shares information with relevant professionals, so that children's learning is supported to the maximum. This includes completing a transition report for each child when they start at nursery or school. The childminder's self-evaluation is extensive. She invites parents to give regular feedback through a wide-ranging questionnaire. She completes a detailed self-evaluation form and also completes the local authority's quality assurance scheme demonstrating the commitment to continuous improvement. As a result, her practice is highly effective and she maintains every aspect of her provision to the highest level. Parents are highly appreciative of the childminder and her service and typically say they recommend her wholeheartedly to others.

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	222763
Local authority	Cambridgeshire
Inspection number	866050
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	04/09/2009
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

