

Inspection date

04/12/2014

Previous inspection date

27/07/2009

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

- Safeguarding is a priority consideration for the childminder, who has undertaken additional training to ensure she is familiar with the current procedures to follow should she have any concerns regarding a child in her care.
- Children are offered individualised learning opportunities as the childminder pays close attention to their preferred learning style and capabilities, to ensure she offers them stimulating activities, which enable them to make rapid progress towards the early learning goals.
- Children's all-round development is superbly promoted as they are offered innovative activities, which enhance their exploratory instincts and offer them breadth and depth in their learning and development.
- Children feel cherished and valued in this highly inclusive, welcoming learning environment, where their emerging personalities are nurtured through an inspiring educational programme.
- The childminder conducts home visits and spends quality time with children and their families to ensure she finds out what children already know and how they prefer to learn. Her in-depth knowledge enables her to help them make excellent progress in their learning.
- The childminder ensures that her practice continually improves by carrying out her own research, working closely with other childminders and undertaking continual, extensive training.

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 observed activities in the childminder's home and talked 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, 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 reference letters.
- The inspector reviewed the provider's hardcopy self-evaluation form, as provided via email to the inspector.

Inspector

Deborah Hunt

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in a village close to Ely, Cambridgeshire with her four children. The whole of the childminder's home is used for childminding and there is an enclosed rear garden available for children's outdoor play. The family have two cats. The childminder attends a toddler group and activities at the local children's centre. She visits the library, shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently 12 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years and receives support from the local authority. The childminder is working towards the local authority quality framework and holds an appropriate early years qualification at level 3.

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 rich and enabling learning environment even further by offering children additional opportunities to develop their sensory awareness.

Inspection judgements

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

Children make exceptionally good progress in this highly stimulating environment, where the childminder's expert knowledge of how they learn is used to engage each child in a rich variety of learning experiences. The childminder finds the best ways to offer care, nurture and learning, which ensures that children make the best progress possible from their initial starting points. As a result, children learn through individualised opportunities, delivered by a motivational adult and through their own exploration and curiosity. Children's learning is comprehensively documented and the childminder ensures that their progress is monitored through both spontaneous and planned observations. Parents complete a detailed initial profile containing comprehensive information about starting points, likes, dislikes and abilities as children begin attending. This begins an enduring relationship, where parents are valued as children's first and most important educators. The childminder works very effectively with them to decide children's next steps accurately and inform individual plans to support each child. Through this joint approach to children's learning, the childminder successfully sets challenges, which build extensively on their natural resourcefulness, imagination and preferred way of learning. The childminder shares assessments, including the progress check for children between the ages of two and three years, and children's comprehensive learning journals with parents routinely.

Children have ownership of their learning folders, looking through them frequently with their parents and the childminder. The childminder provides a welcoming and very inclusive approach in her home, where her caring, considerate nature and sense of humour invite children to participate enthusiastically.

Children learn to speak and communicate exceptionally well as the childminder interacts intuitively with them at their specific developmental level. She listens to their early attempts at language and models new words clearly. The childminder offers children highly imaginative activities, which grow from their comments, the conversations they share or their interests. As a result, children become eager, inquisitive learners who immerse themselves wholeheartedly in activities. For example, children learn the difference between hot and cold and begin to identify colours as they play with bubbles and foam and search for the coloured ice they froze the previous day in small tubs. The childminder explains why the beads, glitter and toys that they put in the pots are now frozen in the cold ice. She encourages children to touch and feel the ice, emphasizing the word 'cold' and explains what is happening as the ice melts. Children benefit from additional learning as they use tools, such as ladles and slotted spoons, to scoop up the foam and bubbles. The childminder counts the beads as they drop out of the melting ice and asks children to pick up a bead of a particular colour and listen for them as they drop. Children are animated and engrossed, remaining at the activity for a long period of time. Through such activities, the childminder helps children to learn on many different levels, in a highly inclusive and creative way.

Children learn at an unhurried pace and the childminder follows their changing interests closely. She skilfully helps children to make links in their learning and they develop a strong understanding of a wide range of basic learning principles. They begin to associate letters with sounds and recognise their names on their work and in photographs. An extensive range of resources promote problem solving and early mathematical skills during children's spontaneous play. As a result, they are extremely well prepared for the next stage in their learning, including school, when the time comes. Children thoroughly enjoy role play and the positive conversation they are immersed in daily promotes their very confident self-expression. Children become fascinated with nature as they participate in countryside activities, such as 'campfire days'. They relish the many outdoor learning opportunities the childminder offers them, making new connections in their learning as they explore, investigate and become increasingly curious. The childminder is also actively considering new ways to further develop children's sensory awareness through innovative indoor play areas.

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

Children are very happy and settled in this welcoming setting. The childminder strongly promotes inclusive practice, ensuring every child feels an integral part of her 'extended family'. Children move freely between rooms and select toys from the extensive range available. The childminder knows children exceptionally well, as she carries out a home visit for each child. At this meeting, she finds out as much as possible about children's needs and details of their learning and development to date in discussion with their parents. Children develop trusting, affectionate relationships with the childminder through

individualised settling-in arrangements decided with their parents. Parents are very well informed about their children's progress and achievements, well-being and development. Information is exchanged daily through informal relaxed conversations, as children are collected. The use of detailed boomerang books promotes children's learning at home and parents are encouraged to share details of their children's time away from the setting. Parents are also given a copy of all policies and additional information is displayed on the notice board. They also see what their children have been doing through the colourful displays and models adorning the playroom. This provides an excellent talking point for children and parents to recall past activities and experiences. Parents also receive a termly newsletter, texts and e-mails, which detail children's progress and wow moments.

The childminder and children share warm, interactive relationships. The childminder injects fun into their day and activities within it. Children receive much care, attention and encouragement from the childminder, who fully recognises how this develops their self-esteem. As a result, children blossom in the relaxed, easy-going atmosphere. The childminder ensures that the educational programme is imaginative, varied and superbly adapted to include every child. Children's awareness of living in a diverse society is skilfully reflected in the many resources the childminder has that reflect the wider world. The childminder meets with other local childminders, who offer each other support and share best practice. They join together to help children develop socially and to offer them variety in the activities and resources they enjoy. Children behave exceptionally well, as the childminder sensitively deals with their emerging feelings and emotions and gently encourages their appropriate responses. This helps them learn useful strategies and develops their awareness of how to interact with others. The childminder's house rules remind children to be kind and gentle with one another. Older children enjoy helping their younger peers to ensure they all abide by commonly held values and codes of behaviour. The childminder, therefore, lays an excellent foundation for each child's future care and learning.

Children learn about safety, as they are regularly reminded about safe play through age-appropriate explanations. They confidently carry out daily routines to promote their health, such as putting on their coats, gloves and hats in colder weather to keep them warm. Children have daily fresh air and exercise as they play outdoors, walk locally and visit the parks, library and play centres. They relish trips further afield to the seaside and well-known attractions. Children love to sit under the arboretum for story time and revel in the den-making activities they participate in. Children, therefore, have many opportunities to run and explore, be free and delight in childish experiences, which they will remember in years to come. The childminder promotes their understanding of how to live healthily through a nutritious range of healthy snacks, such as blueberries, raspberries and strawberries. Parents are also encouraged to provide their children with healthy lunchboxes. Children plant and grow their own vegetables, such as cress and tomatoes, and delight in a variety of cookery activities. They cover related issues, such as how to look after their teeth well and develop other essential skills. A superb range of equipment and resources help to develop their physical skills and they enjoy many active games.

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

The childminder has an excellent knowledge of safeguarding procedures. She is acutely aware of the signs and symptoms of abuse and is vigilant about the welfare of all children in her care. Children are robustly safeguarded, as the childminder has undertaken higher level safeguarding training and has renewed her child protection training. This ensures she maintains an up-to-date understanding of how to protect children. She knows how to pass on any concerns and her detailed policy and procedures are shared with, and signed by, parents. Children are cared for in a highly safe, well-maintained and organised premises where the childminder is fully alert to any hazards and ensures their safety. Rigorous risk assessment procedures, including a daily check list, ensure consistent monitoring and the childminder separately considers any outings. All procedures are in place to further ensure children's welfare, such as safe collection and regular evacuation practices. The childminder is aware that adults must be appropriately checked or fully supervised. Her high level of training and regular access to current childcare information ensures that her practice is continually improving and evolving. The childminder places a high value on self-reflective practice and is part way through completion of the local authority quality assurance scheme. She evaluates her practice through regular consultation with parents, enabling her to skilfully reflect on her practice and plan for continuous development. She is enthusiastic and highly-motivated to constantly improve outcomes for children.

The childminder is deeply committed to the care and education of young children, as this is her chosen career. She has extensive experience gained over many years and successfully improves the excellent service she provides through extensive training. The childminder comprehensively documents children's progress and ensures that their learning and development is carefully monitored through her spontaneous and planned observations. The childminder operates her service under the guidance of a concise range of written policies and procedures, which are shared with parents. This helps develop exceptional working relationships with them and a strong understanding of their shared responsibilities from an early stage. Parents see children making excellent progress, due to the individual attention they receive and the childminder's high, but achievable targets. They are kept extremely well informed and provided with comprehensive, daily information regarding children's progress. The childminder shares photographs, texts and e-mails with parents, to capture children's unique moments and progress and also produces a termly newsletter. She has taken rigorous steps to address the action and recommendation from her last inspection. For example, risk assessments are now securely embedded within practice and parents are valued contributors to their children's learning and progress. The childminder works closely in partnership with other early years settings children attend and the local school. This offers children even greater consistency in their early years learning experience and they make enhanced progress as a result.

Parents who expressed an opinion are highly satisfied with the care provided and have no suggestions for improvement, saying that they 'cannot rate the childminder highly enough and would have no problem recommending her to other people' and that the childminder offers children 'the time and freedom to develop individually'. The childminder has a detailed information file and provides extensive information for parents on boards and walls. Her detailed initial assessments of children's learning skilfully build on their starting points and interests. The childminder places great importance on her partnerships with parents, acknowledging that they know their own child best. She successfully incorporates

their feedback on what children do at home into her planning. Therefore, children benefit from a superb continuity of care and strong, supportive relationships. The childminder meets regularly with the local childminding group and receives support from the local authority early years team.

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	EY267243
Local authority	Cambridgeshire
Inspection number	872717
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	27/07/2009
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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