

Inspection date	12 February 2015
Previous inspection date	27 February 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not assess the learning and development of children who attend other settings. Furthermore, discussions held with other settings are not focused enough on supporting children's learning and development. This means she is not able to ensure children are developing well and that activities are sharply focused on children's individual needs.
- The childminder misses opportunities to fully engage in children's own interests and extend their critical thinking through effective questioning to encourage them to explore their own ideas. This means opportunities to further develop and extend curiosity and experimentation are not always made the most of.

It has the following strengths

- The childminder provides a varied learning environment and is involved in children's play. She gives clear priority to supporting children's communication and language skills, extending their vocabulary and supporting correct pronunciation.
- Children are cared for in a warm and welcoming environment and good measures are in place to promote their safety. The childminder and her assistant have a good knowledge and understanding of safeguarding procedures.
- Strong practices are in place to support children emotionally for the move to school or pre-school.
- The childminder manages the behaviour of children effectively to help them develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure ongoing assessment is consistently used to monitor and track all children's progress and inform the planning of challenging activities that sharply focus on their precise learning needs, and therefore help them to make the best possible progress.

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

- enhance opportunities for children to think critically, through the consistent use of effective questioning, to encourage them to experiment and explore their own ideas
- improve links with other settings that children attend to ensure a robust two-way flow of information, which fully supports their learning and development.

Inspection activities

- The inspector observed activities in the childminder's house and talked with the childminder, her assistant and the children present.
- 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 certificates, safeguarding and risk assessment procedures.
- 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 and parents spoken to during the inspection.
- The inspector looked at the childminder's self-evaluation of her provision.

Inspector

Julia Sudbury

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder provides a range of activities in and out of the home to promote children's learning and development. Planning for learning is not fully effective for all children in her care. However, most children make satisfactory progress in relation to their starting points, are self-motivated and sufficiently prepared for school. Children have free access to a range of toys and resources, which helps them to develop independence. The childminder gives priority to children's communication and language skills. She reads books with them and sensitively supports pronunciation. The childminder weaves counting and discussions about size into activities, which supports children's emerging mathematical understanding. Children gain an understanding of the world around them as they go on outings into the local community. Most of the time the childminder naturally follows children's own interests. However, she misses opportunities to further extend children's learning through skilful questioning or the re-shaping of tasks. This means opportunities to further develop and extend curiosity and experimentation are sometimes missed. Daily verbal feedback to parents ensures they are involved in their children's learning.

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

The childminder collects information from parents when children start, enabling her to meet their emotional needs. Children have positive relationships with the childminder and her assistant and show delight as other children arrive. Children have opportunities to be active and engage in physical play, both in the garden and while on outings in the local community. The safety of children is given high priority. For example, while on outings or school runs they wear high-visibility vests and are learning the importance of road safety. The childminder works in partnership with parents to ensure healthy lunches are provided. Children have opportunities to develop their social skills and confidence through the use of local stay and play groups. Children's emotional needs are given high priority as they make the move to pre-school and school. The childminder supports visits to her provision by teachers from the local school and works in close partnership when she is aware that change may be difficult for individual children. The use of stories and support for children to learn self-care skills, such as toileting and managing their own shoes, further ensures children have the skills needed for school.

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

The childminder has an understanding of the Early Years Foundation Stage requirements and completes self-evaluation. Progress has been made since her last inspection. For example, her assistant now holds a relevant first-aid qualification. Arrangements for performance management are in place. The childminder has a system to track and monitor the development of children in her care. However, where children attend other settings, she is not regularly assessing and monitoring their learning. Furthermore, a robust two-way flow of information that is sufficiently focused on learning is not in place. This impacts on the progress children attending other settings are able to make.

Setting details

Unique reference number	EY429877
Local authority	Cambridgeshire
Inspection number	1000673
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	16
Name of provider	
Date of previous inspection	27 February 2014
Telephone number	

The childminder was registered in 2011 and lives in Littleport, Cambridgeshire. She offers her childminding service from 6am until 6pm Monday to Thursday, and 6am to 4pm on Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3 and works with an assistant.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

