

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 23 February 2015 |
| Previous inspection date | 29 April 2009    |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| 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        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Children are happy and confident in this welcoming and well-resourced environment. Their emotional well-being is fostered very well because the childminder is warm and affectionate and gives them much praise for their achievements.
- The childminder supports children who are learning English as an additional language. She provides a good range of multicultural resources and books in children's home script. She also learns key words in their home languages. This helps communication between the childminder and children, as well as valuing their home languages.
- The childminder extends children's interest in books and stories by supporting them to make collages of characters from familiar stories. This engages their interest in children's literature and encourages them to actively participate when the childminder reads to them.
- Children are safeguarded by a knowledgeable and experienced childminder. She regularly updates her safeguarding training, in order to refresh her knowledge and she demonstrates a secure understanding of the signs and symptoms that would cause her concern with regard to a child's well-being.

### It is not yet outstanding because:

- Parents are not always fully encouraged to contribute to their children's learning or to share details about what they have achieved at home, to enable the childminder to more precisely complement their learning.

## 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 good partnership with parents to ensure that information sharing, including what children have achieved at home, helps to build a broader picture of children's knowledge and skills, to more precisely complement and consolidate children's learning, so they make the very best progress.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector reviewed an activity with the childminder.
- The inspector took account of the views of parents as provided through written questionnaires and feedback.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

## Inspector

Anne Bell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements. She talks confidently about children's starting points in learning and demonstrates that she knows them and their families well. She can knowledgeably discuss the progress that children make while in her care. The childminder keeps detailed records of children's achievements and uses approved guidance to track their progress. This means that she can quickly identify children's strengths and areas for development. She uses information taken from observations and her knowledge of children's interests to provide a broad range of activities that extend their learning across all areas. Consequently, children make good progress in preparation for the next stage in their learning. The childminder completes detailed learning summaries, so that parents are kept regularly informed about the progress that their children are making. However, the childminder does not consistently encourage parents to share details about what children have achieved at home, to enable her to more precisely complement their learning.

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

The childminder has very good relationships with the children. These good relationships help to promote children's self-confidence and make them feel safe and secure. The childminder has a flexible settling-in policy, to support the individual needs of children and their families. The childminder gathers a good range of information when children start about their care needs and any dietary or medical needs. This means that she effectively meets children's care needs from the start. Children's independence skills are promoted well. For example, they tidy away their toys before moving onto new activities, learn to take off their own coats and shoes and chop and peel their own bananas and tangerines at snack time. The childminder teaches children about 'stranger danger' and road safety. This means that children learn to keep themselves safe when outside the home.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder attends regular training and networking opportunities. This ensures that she is up to date with current policy and practice. The childminder shows a strong 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 recommendations from her previous inspection and is clearly motivated and enthusiastic about her work. The childminder works highly effectively alongside other settings that children attend. She shares information with relevant professionals, so that children's learning is well supported. The childminder completes a self-evaluation form and invites parents to give regular feedback. Parents say they fully appreciate the childminder and her service. They hold her in high regard because she is dedicated to providing the best quality childcare for all children.

## Setting details

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | 222462         |
| <b>Local authority</b>             | Cambridgeshire |
| <b>Inspection number</b>           | 866037         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 29 April 2009  |
| <b>Telephone number</b>            |                |

The childminder was registered in 1995 and lives in Bar Hill, near Cambridge. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

