

**Inspection date**

20 April 2015

Previous inspection date

24 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The childminder does not consistently assess children's level of development. Consequently, learning experiences are not always fully matched to children's individual needs, in order to support and challenge them to make the best possible progress.
- The childminder does not sufficiently develop her knowledge through regular training in order to understand how she can complete the required progress check for children between the ages of two and three years, when the need arises.
- The childminder does not use self-evaluation effectively to securely monitor the educational programmes. This does not fully promote children's continued progress in learning.
- The childminder does not always extend and challenge children's physical skills.

### It has the following strengths

- The childminder is perceptive to the needs of children. She listens and is attuned to their verbal and non-verbal communication. Consequently, their needs are understood. She introduces them to new words and repeats words back to them. This supports their communication and language skills.
- The childminder has a sound understanding of safeguarding procedures and a clear understanding of her responsibility to make referrals should she be concerned about a child in her care.
- The childminder provides a welcoming environment for children. They freely move around her home accessing a good range of age-appropriate resources. Consequently, children are confident and display a secure sense of belonging.

## **What the setting needs to do to improve further**

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

- ensure that children's current stage of development is effectively identified by increasing the frequency of the assessments of observations, in order to plan activities that securely meet their individual needs
- develop knowledge and understanding of how to complete the required progress check for children between the ages of two and three years, ensuring that these are completed, when necessary, and shared with parents.

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

- extend self-evaluation systems to ensure that all aspects of learning are fully covered, in order to enhance children's learning experiences
- extend the development of children's physical skills further, for example, by challenging them to push themselves along on ride-on vehicles.

## **Inspection activities**

- The inspector observed a range of indoor and outdoor play activities, and spoke to the childminder and children at appropriate times.
- The inspector looked at children's learning records, evidence of the suitability of adults who live at the premises, a selection of policies, safety procedures and required documentation.
- The inspector toured the areas of the premises used for childminding.
- The inspector took account of the written views of parents.
- The inspector reviewed the childminder's self-evaluation form.

## **Inspector**

Lorraine Pike

## Inspection findings

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

Children's understanding of the world is promoted well. The childminder teaches them how to operate binoculars as they observe birds on a visit to a bird sanctuary. They also learn about living animals and their habitats during regular visits to the local wildlife park. Children begin to make links between number names and quantities as they count toy dinosaurs. The childminder supports the development of children's early writing skills. This is because she encourages them to make different marks with chunky chalks on a chalk board. The childminder works in partnership with parents to ensure they are informed of their children's day and their development. She regularly observes children during their play. However, she does not consistently use this information to assess their stage of development. This means that activities sometimes lack a strong level of challenge to fully provide children with the skills necessary for their eventual entry to school. The childminder is not aware of how to complete the progress check for children between the ages of two and three years, when the need arises. This is because she does not regularly update her knowledge of the latest requirements through training.

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

Children develop good self-esteem because of the genuine praise and encouragement they receive for their achievements. Consistent reminders and clear explanations ensure that children are fully aware of how to keep themselves safe. For example, as the childminder applies sun cream to their skin, she explains that this will protect them from the sun. Children develop good independence skills and demonstrate a real sense of responsibility. They help to dress themselves and assist the childminder in fastening the straps in their highchairs. The childminder is an excellent role model. Her calm and consistent approach helps children understand positive ways to behave. Children have good opportunities to run freely in large open spaces. This is because the childminder has created an entrance from her garden directly to the adjacent park. However, she does not always challenge children to push themselves along on the ride-on vehicles in her garden to build their stamina and coordination.

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

The childminder has a secure knowledge of most of the requirements of the Early Years Foundation Stage. She takes effective steps to keep children safe. For example, she ensures they are within her sight at all times and risk assesses her home and any outings. Clear plans are in place to share information with other providers that children may attend in the future, in order to fully support their learning. The childminder reflects on some aspects of her practice. However, she has not identified and prioritised the weakness in monitoring educational programmes to further enhance experiences for children. The childminder shares and agrees her procedures with parents when their children first begin attending. This means that they are well informed about her responsibilities.

## Setting details

<b>Unique reference number</b>	222872
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	866057
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 February 2010
<b>Telephone number</b>	

The childminder registered in 1998 and lives in Shepreth. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
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