

Inspection date	16/01/2014
Previous inspection date	04/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The childminder forms secure, warm emotional attachments to babies and children. Consequently, they are happy and contented and make good progress in their learning and development.
- The childminder has a good understanding of her safeguarding responsibilities. This means that all children are able to play and learn in an environment where they are as free from harm as possible.
- All children benefit from the attention they receive from the childminder as they play together. In this way, the childminder uses her good teaching skills to enhance children learning.
- Partnerships with parents are strong. This results in a coordinated approach to children's care and their learning at home is promoted well.

It is not yet outstanding because

- There is scope to enhance the ways in which children's progress and educational programmes are monitored, to improve even further, the identification of interventions needed to support children's learning.

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.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector and childminder took part in a joint observation.
- The inspector read letters from parents and children, provided for the purposes of the inspection and took their views into account.
- The inspector looked at children's learning journals, planning documentation, the childminder's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

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 with her partner and two adult children in a village close to the town of March, in Cambridgeshire. The ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The family has a pet dog.

There are currently eight children on roll, two of whom are in the early years age group. Children attend for a variety of sessions including after school. The childminder takes and collects children from local schools and pre-schools and takes them on regular outings to the park and to toddler groups. She operates term time only from 8am to 5.30pm, Monday to Friday, except bank holidays. The childminder is a member of 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:

- review and further develop, ways to monitor children's progress to ensure this already good procedure identifies any gaps in provision and learning needs are clearly identified.

Inspection judgements

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

Children and babies are welcomed into a warm, homely environment where the childminder provides a wide range of toys and activities to interest them. She has a good understanding of how children learn through play and how she can enhance their experiences. For example, the childminder joins children in their imaginary worlds as they pretend to catch pretend bees flying around the house. They take part in delightful discussions as the childminder shows children a picture of a bee and compares the insects' stripy appearance with stripes on a jumper. This supports young children's growing recognition of pattern and how it may appear in our everyday life. Children's communication skills are also fostered well during these interactions. The childminder promotes children's thinking successfully by using open questioning and supporting children to recall recent events or new words that they have learnt at home. As a result, children are confident talkers who are able to convey their needs and share ideas with adults and children alike.

Babies are content and enjoy exploring their environment, toys and books. They practise their developing physical skills as they crawl around and select play things that most

interest them. The childminder demonstrates her knowledge of babies rapid development and provides a wealth of sensory toys and activities for them to investigate. Their fascination is evident as they concentrate for a considerable amount of time, pushing buttons and patting a large 'cause and effect' toy. Babies quickly learn that their actions results in either a sound or by the toy lighting up.

The childminder provides a good range of books to suit all ages of children and babies accessing her home. There are plenty of examples of the written word for children to see and even a leaflet posted through the letterbox during the inspection, is used to demonstrate to children that text carries meaning. The childminder has a good understanding of how these simple activities, together with her frequent encouragement to observe and recognise letters and numbers in the environment, can form a strong basis for children's literacy skills and support their future learning well. Children readily choose to draw and make marks with some considerable control and this again demonstrates their developing skills in this area. The childminder observes children as they play and makes assessments of their development against developmental norms. Parents involvement in their children's learning at home is promoted well as frequent discussions with the childminder ensures they are fully informed of children's positive developmental progress.

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

Children are welcomed into a well-resourced and stimulating home where they enjoy a warm and secure relationship with the childminder. Children and babies play contentedly and demonstrate positive attachments as they snuggle up with the childminder for a cuddle and are eager to involve her in their games and imaginary play. Children behave well because the childminder has clear boundaries and uses successful strategies such as distraction and clear explanations to teach children what is and what is not acceptable. The childminder has a good understanding of how to keep children safe and ensures her home is suitable for young children and babies. She also assesses risks in the local area, where children enjoy daily walks and visits to the park. Here, children have plenty of opportunities to develop good physical abilities as they have room to run, play with balls and generally benefit from fresh air and exercise. These activities supports children to understand how to stay healthy and take small, calculated risks such as running fast or taking extra care on wet grass. The childminder enhances this further by providing children with nutritious snacks and ensuring that meals provided by parents are similarly wholesome.

The childminder organises her home well and children's toys and resources are stored safely, yet accessible to all children. This good practice means that children's independence is fostered well and they are able to follow their own interests. The promotion of children's independence is also reflected in the way in which the childminder encourages young children to learn good self-care routines. For example, the childminder forms good partnerships with parents and they both follow consistent ways in which children can become toilet trained and wash their own hands. The childminder attends local toddler groups where children and babies are able to extend their experiences further and socialise with a wider group of adults and children. This gentle and gradual

introduction to different environments helps children to become emotionally prepared for changes in their lives, such as going to pre-school or nursery.

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

The childminder has a good understanding of her responsibilities to ensure her practice meets the safeguarding and welfare, and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has attended training to ensure she is up to date in her knowledge of safeguarding procedures, and as a result, knows how to identify and report concerns she may have about children. She has a good range of policies to support her in her work and these are shared with parents frequently. The childminder also makes sure all members of her family are familiar with her good working practices and in this way, consistent measures are taken to protect children. The childminder is enthusiastic about her role and where possible attends training to improve her skills. She also makes good use of the internet, local authority guidance and has strong links with other childminders in the area. She reflects on her own practice and is currently undertaking a more vigorous approach to this by finalising her findings in a quality audit document. The childminder also monitors children's progress and links this with her planning. However, there is room to improve the way in which this is completed in order that any gaps in her provision and children's possible learning needs are better identified.

Partnerships with parents are exceptionally good. Letters provided for the purposes of the inspection, tell how parents feel their children are 'clearly thriving and developing both emotionally and academically' in the care of the childminder. They also acknowledge the importance of the visits to activities and toddler groups and how their children are 'learning how to behave around different aged children'. The childminder recognises the importance of partnership working with other providers of the Early Years Foundation Stage and support agencies. She has procedures in place to re-establish these strong links as children get older or children's care or learning needs indicate the involvement of other professionals. All in all, children are well supported to have a happy and stimulating early years experience where their learning and development is promoted well.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY258698
Local authority	Cambridgeshire
Inspection number	819777
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	04/02/2010
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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