

Inspection date	15/11/2012
Previous inspection date	09/02/2009

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 has close, secure relationships with the children, which means they are happy and confident in her care.
- The childminder works well with parents and carers to ensure she understands about each child's individual care needs and their stage of development.
- Children have enjoyable opportunities to play outdoors on a daily basis. They walk to parks and woodland, and enjoy active play. This encourages them to develop positive attitudes towards fresh air and healthy exercise.

It is not yet outstanding because

- Although the childminder has secure partnerships with some providers who care for the children, her partnership with the local nursery school is less well developed. This hinders her ability to fully complement children's learning experiences in the childminding setting.
- The childminder does not make effective use of photographs, pictures and drawings to remind children about activities, events and resources they have enjoyed.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 spoke with the childminder about the observations and assessments she makes on children's progress.
- The inspector observed the childminder and her interactions with the minded children throughout the inspection.
- The inspector checked documentation including children's learning journals, policies and procedures and the childminder's self-evaluation.
- The inspector took into account the views of parents through testimonials and questionnaires.

Inspector

Veronica Sharpe

Full Report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and both parts of the Childcare Register. She lives with her husband and three children aged 13, 15 and 19 in Cambridge. The whole of the ground floor of the childminder's house is used for childminding with a bedroom upstairs for sleeping. There is an enclosed garden for outside

play.

The childminder is currently minding three children in the early years age group. The childminder also offers care to two older children before and after school. The childminder walks to local schools to take and collect children. The childminder supports children with English as an additional language. She is a member of the National Childminding Association and the Cambridgeshire Childminding Association. The childminder works each weekday 7.30am until 6pm all year round.

What the setting needs to do to improve further

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

- develop further partnerships with other providers involved in the children's learning in order to ensure continuity of care and learning
- help children remember the activities, events and resources they have enjoyed, for example, by making effective use of photographs.

Inspection judgements

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

The childminder has a secure understanding of how children learn through play. She offers a flexible learning environment where children are encouraged to make choices and play independently. The childminder plays with the children, showing them she is interested in their activities. This provides them with good motivation to explore further. The childminder implements a relatively simple system to assess what children can do. However, her long term, in depth, knowledge of the children means this is more than sufficient in gathering enough information to determine the next steps in each child's learning. Observations are effective in showing children have challenging experiences across the areas of learning. Close relationships with parents enable the childminder to effectively take into account children's learning at home.

The childminder skilfully arranges her setting so children develop their independence well. Resources are easily accessible, and children show their ability to make choices as they freely access the various cupboards and drawers in the home. The childminder is aware of the size limitations of her home and encourages children to access larger equipment stored upstairs. However, she has not developed effective ways to increase children's ability to remember those additional resources or other activities and events they have

enjoyed, for example, by the use of photographs, pictures and drawings.

Children have access to a broad range of books, which they enjoy sharing with the childminder. The childminder has a good understanding of children's language development and supports children effectively. She links sounds and letters together well and helps children explore new words in enjoyable situations, such as naming wild animals and their natural environments. She uses songs and rhyming words so children learn to pick out those that sound the same, or different. The childminder understands the importance of effective interactions and supports the children well as they play. She equally understands when to sit back and give children time to think of their own solutions, for example, how to wind up the cherry picker on the toy fire engine. This means children learn to solve their own problems and take risks in their learning.

The childminder is experienced in supporting children who have English as an additional language. She work closely with parents to support their language development effectively. Children access books and resources that reflect their home environment, which means they feel valued and at home. The childminder learns some words in the child's home language, and uses them routinely in her setting. For example, she says please or thank you in French. Children have enjoyable introductions to early technology as they learn to operate push along cars, or press buttons to transform the cars into other objects. The childminder plans adult led activities, such as arts and crafts, so children experience different media and develop their small muscle control with scissors, brushes and glue sticks.

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

Children's emotional development is promoted well because the childminder has long term, secure relationships with them. Children show their confidence as they play happily and develop their independence. The childminder has flexible settling in procedures that enable her to get to know the children well before they start. She makes home visits and is keen to see the children play in their home environment. This gives her a good insight into children's preferences and abilities and enables her to decide on children's starting points. The childminder works closely with parents to ensure children have a safe transition from her setting into their next setting. For example, she enables visits to school so children can become familiar with their new environment.

The childminder is skilled in behaviour management and consequently children quickly learn good, sharing behaviours. She works with parents to ensure strategies are consistent, such as, having the same reward system. Children learn polite, social behaviour because the childminder is a good role model. She is calm and consistent, enabling children to feel safe and secure. Children learn sensible hygiene routines with the childminder's guidance, such as effective hand washing before and after meals. Children mainly eat food provided by their parents, but the childminder offers parents guidance about appropriate food content. This ensures children have healthy and nutritious options. Activities, such as playing board games and introducing unusual foods, help children learn about the benefits of a healthy diet.

Daily opportunities for outdoor play effectively promote children's physical development. The childminder spends a good deal of time outside the home, making sure children benefit from the many local outdoor resources. She encourages children to take acceptable risks and explore unfamiliar environments, for example, they make dens in woodland.

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

The childminder has effective safeguarding procedures in place to ensure she keeps children safe from harm. She gives child protection a high priority and attends training regularly to update her knowledge. Contact information about relevant agencies, such as the local authority social care, are easily accessible, enabling her to relay any concerns without delay. The childminder makes sure children play in a safe environment through implementing rigorous risk assessments. All areas of the home and garden are safe. The childminder teaches children about safe practices, for example, all the children practise the fire drill frequently so they know what to do in an emergency. Children who ride their bikes understand the importance of using safe places to cross roads, and wear their helmets.

The childminder retains her enthusiasm for her profession and attends regular training events to increase her knowledge. This has enabled her to significantly improve the quality of her provision since the last inspection. She applies her new knowledge well, for example, as a result of a workshop in Forest School skills, she took the children to build dens in a local wood. Her ability to successfully evaluate her own strengths and weaknesses ensures children benefit from good quality experiences. The childminder collects the views of parents to inform her self-evaluation process and implements changes in response. For example, she now has flexible start times to meet the needs of working parents.

The childminder has effective methods to track children's progress and monitors her records to ensure each child maintains good progress according to their individual age and stage of development. She uses the Development Matters guidance to prepare summative assessments, which are shared with parents so they are kept well informed about their children's learning and development. Good use of a two-way daily diary means parents and carers contribute well to their children's learning experiences. Parents comment positively on the provision and say their children are settled and happy. They believe the childminder helps their children learn good manners and teaches them good behaviour. All the parents comment favourably on the range of outdoor activities. Parents of school age children say the childminder is very flexible and enables their children to attend after school activities. These close links with parents contribute well to children's sense of safety and belonging.

The childminder has a good understanding of the importance of sharing information with other providers. She has a good relationship with the local pre-schools and close links with

the primary school so she can offer continuity of care and learning. However, for those minded children who have recently started at the local nursery school, links are not so well developed. This means her ability to complement those children's learning experiences are less secure. The childminder has not needed to complete any assessments for two-year-olds, but shows she is fully aware of the requirements to do so. She has recently attended a local authority workshop to ensure she is able to conduct these assessments when required.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY286511
Local authority	Cambridgeshire
Inspection number	888684
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	09/02/2009
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 that are usually their 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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