

Inspection date	19/02/2013
Previous inspection date	11/05/2009

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 is well qualified in childcare and uses the knowledge and skills obtained through regular training, to provide children with a broad range of experiences whilst in her care. This enables them to make good progress in their learning and development.
- Children are provided with a warm and welcoming play environment. Close attachments have formed with the childminder which means children feel happy and confident to express themselves.
- The childminder demonstrates clear vision and dedication to her childminding business. She regularly evaluates her practice which helps to benefit the children in her care.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. Children take part in a range of activities that encourage a healthy and active lifestyle.

It is not yet outstanding because

- Opportunities for parents to share children's learning at home are not fully explored so that the childminder can take this into account when planning her activities.

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 and children at appropriate times throughout the inspection.
- The inspector observed activities taking place in the lounge and kitchen.
- The inspector looked at children's observation and assessment records, self-evaluation form, welfare records and a range of other documents.

Inspector

Carly Mooney

Full Report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 15 and 13 years in a house in Somersham, Cambridgeshire. The whole of the ground floor, one bedroom and the rear garden are used for childminding. The family has two dogs, two cats and two turtles as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the local parks on a regular basis. She collects children from the local school.

There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- encourage parents to consistently share what they know about their child in relation to their ongoing learning and development and use this information to inform the planning of activities.

Inspection judgements

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

The childminder has a good understanding of how children learn and ensures children play in a stimulating environment where they are provided with toys and resources which interest them. Toys are regularly rotated to keep children motivated and they help themselves from open boxes which promotes their independent skills. Children confidently move around to investigate the interesting activities, such as a doctor's car and some trains. There is a good balance between activities which are initiated by children and those which are led by the childminder. For example, the childminder plans a gluing activity to encourage children to recognise shapes. The childminder has developed effective systems to observe, assess and plan for children's learning needs. She observes children in their play and takes photographs of them to illustrate the activities they enjoy. Summaries of children's progress are regularly shared with parents so they are aware of their next steps in their development. However, parents are not routinely encouraged to share their child's learning from home so that this information can be used to further enhance planning.

The childminder supports children well in their chosen activities and engages them in conversation to develop their communication and language skills. Children are encouraged to think when the childminder asks, 'Can you find me a square?' during an activity or 'What are they doing?' when she points to a character in a book. Children respond well to her questions and are praised for their efforts, which helps to promote their confidence. Children enjoy books and choose their favourites to look at with the childminder. Frequent visits to the local library further enhances their enjoyment of books. Named placemats at lunchtime support children's name recognition and the childminder enables children to hear the initial letter sound in their name, as she writes it on their picture. Children are

beginning to recognise shape, colour and number through everyday activities which the childminder reinforces. For example, she counts out loud the number of brushes needed for the number of children present and repeats the colours of the shapes the children choose to glue on their picture.

Children spend time in their local environment and experience a broad range of activities. For example, the childminder and children visit childminder groups for social interaction with their peers and local farms to learn about the animals that live there. A good range of resources are in place to help children gain awareness of the diverse society in which they live. They regularly explore different festivals, such as Divali to broaden their understanding of other cultures.

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

The childminder gathers good information from parents at the start of children's placements so that she has a clear understanding of their routines and preferences. This also helps to promote children's sense of belonging and ensures that the transition between home and the childminder's setting is a positive experience. Children attend other settings and regular exchanges of information take place between the childminder and key persons to promote a clear sense of well-being across both settings.

The childminder's good practice ensures that children develop close bonds and emotional attachments to her, which they demonstrate when tired, as they cuddle on her knee. The childminder acts as a good role model in the calm and consistent way she approaches behaviour management. She gently reminds children about sharing so they learn to play together cooperatively and reinforces good manners at all times through effective role modelling. Children are praised when they spontaneously say 'thank you' to the childminder and each other when they share resources during activities. They are encouraged to tidy away resources before choosing new ones which promotes a sense of responsibility. The childminder encourages children to be active and explore their environment, whilst teaching them to be safe. For example, she gently reminds children what might happen if they run around whilst children are having their nappy changed on the floor.

The childminder gently guides and supports children's understanding of maintaining their own personal care, such as wiping their hands before eating. Children learning to use the toilet, independently do so with support from the childminder when needed. Children use paper towels to dry their hands which prevents the spread of infection. A healthy range of meals are provided which meets children's nutritional needs. Children help themselves to their own drinks throughout the day which are regularly replenished by the childminder. Children have good use of the childminder's garden and local parks to support their physical development and gain an understanding about the importance of exercise.

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

The childminder has worked hard since her last inspection to develop her childcare business and has obtained a level 3 childcare qualification. She demonstrates a strong commitment to further improving her practice and has a secure understanding of the learning and development requirements. For example, she monitors the educational programmes to ensure all areas of learning are covered and that they provide appropriate challenge for children. Parents' views are regularly sought as part of the childminder's self-evaluation process and she attends regular training to benefit the children in her care. For example, she has recently attended a sign language course and a session on the revised Early Years Foundation Stage. Parents comment positively in recent questionnaires that the childminder 'provides a personal service which replicates a 'home from home environment' and that 'she is always willing to go that extra mile to help'. A comprehensive range of policies and procedures are shared with parents and regular newsletters keep them updated about the provision.

Children are safeguarded effectively in the childminder's care due to her good knowledge of the procedures to follow in the event of any concerns. She attends advanced level child protection training on a regular basis, to ensure she always has the most up-to-date information. Suitability checks have been carried out on adults living at the premises and children are never left alone with people who have not been vetted. Effective procedures are in place to ensure children play in a safe and secure environment, including thorough risk assessments of the premises and any outings children attend. Documentation, such as records of children's attendance are appropriately maintained, which supports children's safety and welfare. The childminder understands the importance of sharing information between settings when children attend more than one provision. This will enable them to work together to support children's learning when the need arises.

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
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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	EY295272
Local authority	Cambridgeshire
Inspection number	820136
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	11/05/2009
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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