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| <b>Inspection date</b>   | 24/05/2013 |
| Previous inspection date | 19/02/2013 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|                                                                                        | Previous inspection:    | 2 |
| 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**

- Children form secure attachments with the childminder as she provides warm, consistent care and sensitively tunes into their individual needs. Children make good progress as the childminder builds on what they know and can do.
- Effective partnership working with parents and other settings ensures that children's individual needs are met and their learning and development is consistently supported.
- The childminder is well-qualified in childcare and uses the knowledge and skills obtained through regular training to support children to make good progress in their development and learning.

#### **It is not yet outstanding because**

- The planned activities, although they support children's interests and learning needs very well, do not always provide a fully stimulating environment offering activities, which further encourage curiosity, motivation and excitement for learning both indoors and outdoors.

## 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 the childminder engage in activities with the children and provide excellent reassurance and comfort.
- The inspector took account of the views of parents and children.
- The inspector looked at and discussed with the childminder her self-evaluation, risk assessments and a selection of other supporting documentation.
- The inspector looked at children's assessment and welfare records.

## Inspector

Anne Archer

## Full Report

### Information about the setting

The childminder was registered in 2004. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her two teenage children 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 local children's centres. She visits nearby parks on a regular basis and collects children from local schools and pre-schools.

There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, Monday to Friday from 8am to 6pm, 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:

- create an even more stimulating environment that offers a range of resources and toys that not only support children's interests and learning needs, but also encourage curiosity, motivation and excitement for learning, both indoors and outdoors.

## Inspection judgements

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

The childminder demonstrates a thorough understanding of the Early Years Foundation Stage. She uses her knowledge of how children learn through play to plan activities based on their individual needs and interests. The childminder engages children effectively in their learning and ensures children make good progress towards the early learning goals. However, the resources and toys provided do not always encourage children to be as curious and excited about their play as possible, in order to make further good progress.

The childminder observes children as they participate in activities and uses the information to plan the following week's activities to build on what children know. She assesses their progress regularly and closes any gaps through effective teaching. She engages them in conversation as they play to develop their communication and language skills. Children respond well to her questions and are praised for their efforts, such as when they search for the correct space to fit a piece of puzzle into. The childminder suggests they look at

the shape of the puzzle then find the same shape on the board.

Parents and carers share information with the childminder before they start to attend her home so that she is well informed about children's routines and likes and dislikes. Parents are encouraged to keep the childminder updated of any changes as the child develops. This ensures that children's needs are fully met as both childminder and parents know about factors that may affect learning or behaviour. The childminder communicates with parents every day to share information about the children's day and often includes a photograph of the child engaged in an activity or on an outing.

The childminder takes the children to several groups within the local community. This provides them with opportunities to play with other children to develop social skills, to try new activities and play with different toys. They also visit local parks and other attractions to learn about nature and the world around them.

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

Children form warm and secure relationships with the childminder and are totally at ease in her presence. The childminder takes time to settle children into her home so they feel safe and forge trusting relationships. Information is regularly obtained from and shared with parents regarding all aspects of the children's welfare and well-being. This enables the childminder to follow home routines, such as their sleep and feeding patterns. This fully supports children's transition from home to her setting.

Children are at home in their surroundings, seeking out toys and making decisions about their play. For example, when a child tires of playing with puzzles, the baby doll is put in the buggy and taken for a walk round the room. The indoor environment is organised well to make the best use of space. Resources are rotated depending on which children attend so they reflect their interests. This ensures they are happy and engaged in all they do. Children move round the room safely and handle equipment, such as scissors, with care.

Children learn from an early age about following good personal hygiene through established and well practised routines. Younger children use wipes and paper towels, while older children have a different coloured towel each. The childminder provides a range of healthy meals and snacks, taking into account the parents' wishes. She is fully aware of children's dietary needs, likes and dislikes, while trying to encourage them to try different foods.

The childminder is a positive role model. She is supportive of the children so that they learn to share, take turns and show consideration and respect for others. Where behaviour becomes a concern, she talks with parents and they agree a way to work together.

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

The childminder has a good understanding of the safeguarding, welfare and learning and development requirements of the revised Statutory framework for the Early Years Foundation Stage. She is very aware of her responsibilities to report any potential child protection concerns and demonstrates a clear understanding of her Local Safeguarding Children Board advice for recording and referring concerns. A written policy is shared with parents which informs them of their own and the childminder's responsibilities in this process. The childminder requests confirmation of identification of any visitors or people working at her house and ensures they are not left alone with minded children. She is well aware of changes which need to be notified to Ofsted. For example, she sends in an application form for a short-term assistant.

The childminder is very conscious of the need to ensure that the environment in which children play is safe. She visually checks all areas daily to minimise potential risks and supervises children effectively. This includes the outdoor areas to ensure that gates are secure so that children cannot leave the garden or venture into the orchard. When areas of her home are assessed as posing a potential risk to children, such as when a smoke alarm in a certain area is out of action for a short time, children do not have access to that area until the problem is fixed. She reviews written risk assessments, which include all outdoor areas, when anything changes.

The childminder understands the purpose of self-evaluation and as a reflective practitioner uses her experiences to develop her practice. She consults with parents to seek their views on her provision and talks to the children about what they enjoy or might like to do. The childminder reviews her observations of children's learning on a weekly basis so that activities can be developed to support the next stage in their learning. She fully supports information sharing between early years settings and schools so that she can complement their learning elsewhere and also thoroughly prepare children for a smooth transition to school. Policies and procedures are clearly written, reviewed regularly and shared with parents so they know how their child is cared for. Accident records are completed and signed by parents and a medication policy ensures children only have medication when authorised by parents. The childminder has a relevant first-aid qualification so she can attend to children's minor injuries appropriately.

### **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 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 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY295272       |
| <b>Local authority</b>             | Cambridgeshire |
| <b>Inspection number</b>           | 912470         |
| <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> | 19/02/2013     |
| <b>Telephone number</b>            |                |

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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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