

Inspection date	06/12/2012
Previous inspection date	13/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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		1
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 enjoy a wealth of positive learning opportunities due to the extremely good organisation and deployment of resources along with the childminder's good knowledge and understanding of how children learn.
- Children's self-esteem is extremely high due to the very positive environments provided by the childminder and the wealth of toys, resources and activities, which are organised for them to enjoy freely.
- Children are happy, motivated and clearly enjoy learning. They display high levels of independence and curiosity and have good relationships with the childminder.
- The care needs of children are exceptionally well met due to the childminder's attention to sharing information relating to those needs with other settings children attend.
- Children benefit as the childminder consults them and their parents about the service she provides, encouraging them to add their own ideas and share their views.

It is not yet outstanding because

- Opportunities for the childminder to support children's learning more closely by sharing and receiving more detailed information with other settings have not yet been fully embraced.

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 observed activities and spoke with children.
The inspector discussed documentation with the childminder and looked at
- children's assessment records, planning, evidence of suitability and the childminder's self-evaluation form.
- The inspector also took account of the views of parents from questionnaires and letters.

Inspector

Lynn Clements

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged seven and nine years old. They live in a residential area of Cambourne, Cambridgeshire. The whole of the house is used for childminding. There is a rear garden for outside play.

There are currently two children on roll, one is in the early years age group and attends

for a variety of sessions and there is one older school-age child who attends before school. The childminder's setting is open all year around from 8am to 3pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- refine the excellent practice currently in place for sharing information about children's care needs with the other settings they attend; extending this to include information about children's educational achievements and progress in order to fully support and make sure that future learning and development continues to challenge and build effectively on what they know and can do.

Inspection judgements

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

The childminder has a clear knowledge and understanding about how to support young children well, as they learn and develop through play and free-flow exploration. Children have access to a wide range of toys and resources, which helps them to build on and develop key skills for the future. For example, puzzles and games help with the development of problem-solving skills and team building as they interact with each other and the childminder.

Children develop thinking and listening skills through opportunities to engage and have fun in baking activities. For instance, they learn how things change when the ingredients are mixed, rolled out, cut and then baked. They learn about the passage of time as they talk with the childminder about the cooking time and set the timer to 10 minutes. The childminder provides learning opportunities which build on the children's personal interests and appeal to them. This is possible because the childminder takes the time to talk with each child about their likes, dislikes and favourite things. Such attention to detail has enabled her to plan learning opportunities which appeal to the children in her care. For example, deep interest in cars has led to the children engaging in scientific experiments, including placing cars in water to freeze. This enabled them to explore, through first-hand experiences, how water changed from hot to cold and from liquid to become a solid. Children enjoy continuity of learning because the childminder has good open communication with the parents to make sure that their achievements at home are shared with her. This also enables the childminder to take into account learning that happens at home when planning each child's next steps in learning.

The childminder takes the time to make written and photographic observations of the children as they play and learn. This information is then used to plot their progress towards the early learning goals. Parents are warmly encouraged to share these learning records by providing photographs and examples of the learning their children enjoy at home. In addition, the childminder and parents complete the required progress check at age two. This enables both parents and the childminder to work in partnership; identifying any gaps in learning and taking the necessary steps to close these. Currently there are no gaps in learning and all children are developing well given their ages, abilities and starting points. However, when sharing information with other settings the children attend, such as the local pre-school, emphasis is placed on the children's care needs while the sharing of information relating to learning and achievement has not yet been fully embraced. This impacts on the childminder's ability to plan new learning opportunities based on what children know and can do.

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

Children settle well and are extremely confident in the childminder's care. Children access an exceptionally wide range of high-quality toys and resources that are provided in child-height storage. They move around freely, building on their self-help and independent abilities as they enjoy making decisions about what they want to play with or investigate. Children are extremely confident and have good self-esteem because there is an excellent balance of child-initiated and adult-led learning opportunities. The childminder exchanges information relating to the children's care requirements with other settings, such as the local pre-school. This provides children with exceedingly good continuity of care, which is then adapted to meet their changing needs.

The childminder is meticulous in supporting children to develop their understanding of keeping themselves safe and healthy. For example, children learn through first-hand discussion and experiences during a baking activity. They talk with the childminder about personal safeguarding issues and why they must not touch ovens, especially when they are being used. The children are very competent and able to talk and ask questions about this, for instance they know not to touch the oven because it is hot and will burn your fingers. These straightforward and open discussions help the children to establish personal safety boundaries from the earliest stage. Furthermore, children have learnt about the importance of hand washing at pertinent times and managing their personal hygiene issues, such as using tissues to blow their nose. This is supported through consistent and extremely effective daily routines. The children are fully supported to learn about the importance of healthy eating and exercise as part of maintaining a healthy lifestyle. For example, they are encouraged to try different foods and during exercise they are fully supported by the childminder who encourages them to take part without fear of failure.

Children form extremely secure bonds with the childminder and her family, interacting with them warmly. All children are fully supported to integrate well in the childminder's home. They play in complete harmony with each other. The childminder has an extremely positive view regarding gender, race and disability and as such there is no bias in her

practice, attitude or the activities provided for the children. This in turn enables the children to openly learn about the wider world's similarities and differences. The childminder's care practices are exemplary.

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

The childminder has a secure understanding about safeguarding children and knows how to make, and follow through, a child-protection referral if she has a concern about a child in her care. The childminder knows that only adults who have undergone Criminal Records Bureau checks can be left unsupervised with the children. In order to provide continuous care for children she and a small group of local childminders have set up their own networking group. The group meets regularly so that the children can socialise with each other and develop bonds with the different childminders. This additional service means that when the childminder is poorly or on holiday the children continue to receive care from other childminders, which meets their individual needs and provides continuity of care.

Children are safe because risk assessments are undertaken and the childminder is vigilant in minimising potential risks to children both inside and outside of her home. Safety equipment and child-height furniture provides additional peace of mind and enables the children to play in a safe and secure environment. The childminder has a clear understanding of her responsibility in meeting the learning, development, safeguarding and welfare requirements. The childminder is proactive in continuing her professional development, which means that her knowledge on childcare remains current and up to date. The childminder has devised and implemented a range of policies and procedures which are shared with parents and carers. This further supports children's care and well-being.

The childminder is proactive in seeking out and working with other professionals in the best interests of the child and in partnership with parents. There are currently no children on roll with additional needs. However, the childminder has previous experiences of supporting families as she has previously run her own nursery school in South Africa. This has also equipped her with the confidence and background knowledge to support those children who speak English as an additional language or those who speak English fluently but whose cultural heritage is different. Relationships with the parents are very positive and feedback from them confirms that the childminder is conscientious, dedicated and keen to provide the best possible start in life for young children. The parents also state they would highly recommend her to other families without hesitation. The childminder reflects on her practice and seeks the views of children and parents through discussion and questionnaires. The childminder monitors the service she provides to ensure it continues to make improvements, meets user needs and remains sustainable.

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	EY350873
Local authority	Cambridgeshire
Inspection number	817658
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	13/12/2011
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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