

Inspection date

27/10/2014

Previous inspection date

08/12/2008

The quality and standards of the early years provision

This inspection:

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 make good progress given their starting points and capabilities. Accurate assessments of children's progress are used to inform planning for their next steps in learning and reflect children's individual needs and interests.
- Partnerships with parents and other providers are a key strength and truly promote a collaborative approach in children's learning and development.
- Safeguarding arrangements are strong. The childminder has a good understanding of how to protect children from harm, and the procedures to follow should she have any concerns about a child in her care.
- Children are well supported through warm, caring and respectful relationships with the childminder. Behaviour is good, and children are confident.
- The childminder is keen and committed to continuously develop her practice in order to build on and extend the learning and development of children in her care.

It is not yet outstanding because

- Sometimes the childminder does not make best use of every day opportunities to extend children's learning and next steps to the highest level.

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 and toured the areas used for childminding.
The inspector reviewed a range of documentation that the childminder uses to support her practice, including policies, attendance register and records of children's progress.
- The inspector spoke with the childminder and the children at appropriate times.
- The inspector checked the suitability of all occupants in the household and of the childminder's assistant.
- The inspector took account of the written views of parents.
- The inspector discussed the childminder's evidence of self-evaluation.

Inspector

Gail Warnes

Full report

Information about the setting

The childminder was registered in 2008. She lives with her husband, one parent and two children in a village close to St Neots, Cambridgeshire. The whole ground floor of the home is used for childminding together with a garden for supervised use. The childminder provides funded early education places for eligible two-, three- and four-year-old children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is able to provide care on each weekday from 8am to 6pm all year round, except for bank holidays and family holidays. There are currently 15 children attending on a part-time basis, 10 of whom are within the early years range. Access to the childminder's home is via a single step from a low exterior pathway. There is a single step between the hallway and the family room. The childminder works with an assistant on a part-time basis. The assistant was not present on the day of inspection. The childminder is a member of the 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:

- enhance the already good teaching further by making the most of every learning opportunity that occurs, to consistently extend children's learning in line with their identified next steps.

Inspection judgements

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

The quality of teaching is generally good. Children make good progress given their capabilities and their starting points. For example, children enjoy playing with soft dough, shaping and moulding it with their hands and using tools and cutters to roll the dough and cut out letter shapes. Displays around the environment showcase children's autumnal artwork, and the childminder has included pumpkins, leaves, and Halloween figures to inspire the children to explore and investigate. Children talk about what they can see, and the childminder supports their learning by asking appropriate questions which develop mathematical skills, such as number and shapes. However, sometimes the childminder does not maximise every opportunity to extend children's learning to the highest level by following children's lead during activities. For example, when a child shows interest in the letter shape E and notices that it looks like the letter M when she turns it on its side, the childminder does not extend this learning and understanding further. The childminder has a clear system to evidence, monitor and track children's learning through effective and accurate assessments. This means she has a clear knowledge and understanding of children's individual learning needs. Planning for next steps is precise to provide individual and group activities which address children's specific learning needs. Consequently, children demonstrate the characteristics of effective learners and consistently make good

progress. Children, therefore, are ready for the next stage in their learning, such as school when the time comes, because they have a wide range of skills to support their future education, as well as a positive attitude towards learning.

Younger children are equally well supported to explore and play. The childminder demonstrates her understanding of how children learn and develop well. For example, a younger child quickly tires of the soft dough activity, and the childminder intuitively provides opportunities for movement and physical development, recognising the child's individual stage of development. The childminder knows the children who attend very well, and ensures activities provided are inclusive for all children to participate. For example, she has sealed plastic wallets of gel with Halloween figures and autumnal items to provide sensory experiences for younger children and those who do not enjoy messy play activities. Consequently, the childminder demonstrates how teaching strategies are adapted to meet the specific needs of individual children to promote their all-round development.

Parents' involvement in their children's learning is a key strength. Their contributions are highly valued by the childminder and play an important part in helping her to gain the most accurate picture of children's all-round development. For example, parents contribute observations and photos of activities they undertake at home. The childminder shares children's next steps in their learning so parents can support learning at home. The partnership is very effective and contributes significantly to the good progress that children make.

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

The childminder has effective settling-in procedures, which are tailored to the individual requirements of each child and their family. Parents complete a very comprehensive All about me document which provides the childminder with detailed information about the child. This enables the childminder to gain a clear picture of each child, to identify their starting points and support their emotional well-being at this time of change. This is because the childminder understands that children need to feel safe and secure before they show an eagerness and readiness to learn.

Children independently follow good hygiene routines, recognising when to wash their hands. Children's intimate care routines are sensitively met. The childminder promotes healthy lifestyles through the healthy foods she offers. Children also have daily opportunities to play outside either in the dedicated outdoor area to the rear of her home or through trips to the park or the woods. Children enjoy the independence of chopping fruit for their snack, and are relaxed and happy as they discuss different fruits with the childminder. There are opportunities for children to learn about food as they grow a range of vegetables with the childminder, such as, carrots, tomatoes, marrows and sweetcorn, which they also cook and eat. Children learn to keep themselves safe, especially on outings, as the childminder takes every opportunity to teach road safety. Younger children learn about risk as they explore their physical capabilities climbing up and down a single step.

The environment is welcoming, stimulating, friendly and well resourced. Resources are mostly stored at low level, and the childminder happily lifts down items which are stored higher up. Children's behaviour is managed extremely well. The childminder has high expectations which are calmly set out. The childminder plays with the children at their level. Children are praised for their positive behaviour, and the focus is a positive atmosphere built on mutual trust and respect. Consequently, children are confident which ensures they are well supported emotionally for the next stage in their learning. The childminder supports this further by promoting children's familiarity with school and pre-school environments. They enjoy regular trips to the settings to watch assemblies, have lunch and play in the playground.

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

Safeguarding arrangements are strong. The childminder understands her responsibilities well, and she and her assistant attend relevant training and briefings to ensure their knowledge and skills remain current. Consequently, they both understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. The childminder and her assistant both have a current paediatric first-aid qualification, and so they are both able to provide suitable treatment in a medical emergency. Risk assessments are thorough, and as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained, giving a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The childminder has a very good understanding of her responsibilities in the learning and development requirements of the Early Years Foundation Stage. Assessments of children's progress are accurate and focused, taking into account children's individual interests and learning dispositions. The childminder knows the children very well and demonstrates a sound knowledge of how children learn and develop. Consequently, planning for next steps in children's learning is targeted to their specific needs which results in children making good progress. Any gaps in development are identified quickly and the childminder demonstrates a keen understanding of how to support children to ensure appropriate interventions are sought to narrow any such developmental gaps.

Self-evaluation is accurate and continuous. The childminder and her assistant reflect daily on the activities provided to ensure the children are supported to reach their best potential. The childminder actively seeks feedback from other early years practitioners who know her practice. Parental feedback is gained through annual parent questionnaires and daily verbal exchanges. There is clear evidence to demonstrate how the childminder incorporates such feedback in her practice. For example, the childminder has changed the rotation of resources available for the children, in response to feedback from parents. She also seeks the views of the children who attend, and ensures their ideas are included in her planning. The childminder is very reflective and demonstrates a keen commitment to improve her practice. This is also reflected in her own continuous professional development. Since the last inspection, the childminder has completed a level 3

qualification in childcare and her increased knowledge supports her practice well, such as in her understanding of how children learn. The childminder is passionate about self-development, and has a clear training plan for herself, and for her assistant, which is developed to address areas for improvement highlighted from their monitoring of practice. Knowledge gained from training is used effectively in the setting, for example, the childminder has recently reviewed the environment she provides to promote communication opportunities after attending a specific training event. The changes she has made have resulted in more engagement and communication between the children who attend.

Partnerships with parents and other early years providers which children may also attend are strong and extremely effective in promoting a collaborative approach in children's learning and development. The childminder has established effective procedures where parents and other providers are firmly involved, and contribute to children's observations and planning for next steps. Consequently, all those involved in the child's life provide continuity and contribute significantly to the good progress children make. As a result, children are given every opportunity to reach their full potential. Feedback from parents is overwhelmingly positive. Parents typically comment how pleased they are with the good progress their children make and that they and their children are very happy.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY374177
Local authority	Cambridgeshire
Inspection number	858228
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	08/12/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

