

Inspection date	18/03/2013
Previous inspection date	10/01/2011

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 uses self-evaluation well to reflect on the quality of her childminding provision. This enables her to effectively target and address areas for improvement and ensure children make good progress in their learning and development.
- The childminder supports children's communication and language well by talking and listening to them and valuing their contributions.
- The childminder is an enthusiastic cook, which enables her to provide a wide range of healthy and nutritious home cooked foods that successfully promote children's good health.
- Children benefit from the strong partnerships with parents, which helps to ensure continuity of care and learning.

It is not yet outstanding because

- The childminder is not maximising use of her garden to extend children's opportunities for active play, such as jumping and climbing and using a wider range of trikes, buggies and push carts.

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 children and their interactions with the childminder during the inspection.
- A range of documentation was examined, including the childminder's self-evaluation, children's records and policies and procedures.
- The inspector took account of the views of parents by reading their questionnaires and testimonials.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

Inspector

Veronica Sharpe

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged five years in Highfields Caldecote, Cambridgeshire. The local primary school and a pre-school are within walking distance. The childminder uses her living room and an enclosed garden for outside play.

The childminder provides her childminding service from 8am until 6pm each weekday all year round with the exception of bank holidays. There are currently three children on roll in the early years age group, who attend on a part-time basis. The childminder also offers occasional out-of-school care to one older child. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enhance the outdoor area to enable children to enjoy an increased range of physical activities, such as, jumping and climbing and using a wider range of trikes, buggies and push carts.

Inspection judgements

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

The childminder uses her good knowledge of children's individual development to plan effectively for the next stages of their learning. She provides regular written summaries of learning that track children's progress well and help her identify any areas for concern. In partnership with parents she completes the progress check aged two for children to ensure they are meeting developmental expectations at an early age. These secure arrangements help all children to make good progress towards the early learning goals.

The childminder is skilled in promoting children's communication and language, for example, she reads to them and provides a good range of interesting story books. She talks to children about their homes and families and encourages them to recall activities they have enjoyed, such as a visit to a popular soft play area. When children talk to her, she listens carefully and values what they say, which gives them the confidence to engage in two-way conversations with others. Children identify colour and shape competently as they assemble puzzles and take a pride in completing them with the support of the childminder. The childminder uses numbers in practical ways to help children develop

mathematical skills, such as counting bricks or the grapes at snack time. Early writing skills are promoted well as children use chalks, crayons and pencils on a daily basis. As a result, they are well-prepared for the next stage in their learning, including school.

Children show good imaginations, for example, they make play dough cupcakes in differing shapes and sizes, arrange them on the cake stand and pretend to decorate and eat them. The childminder supports children's understanding of each other's differences and similarities through interesting activities, such as making Easter cards, or drawing Rangoli patterns. Outdoors, children enjoy sand play and develop their muscle control as they practise filling and emptying using buckets, scoops and spades.

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

The childminder takes time to get to know the children in her care. She works closely with parents so that children make their transitions from home into the setting with confidence. She gathers detailed information during the settling in visits to ensure she can fully meet children's care needs. Children approach the childminder with confidence and show they feel safe and secure in her care. They welcome her involvement in their activities and clearly enjoy her company. The childminder supports children to learn good behaviour by having high standards herself. She is polite and kind to the children, and helps them learn good, social behaviour. The childminder is very safety conscious and supervises the children closely as they play. She talks to children about hazards, for example, they discuss and practise the emergency evacuation plan. As a result, children learn to keep themselves safe. The childminder organises resources well, enabling children to make choices and follow their own interests.

The childminder is a keen and adept cook; she provides children with a broad range of enjoyable meals and snacks that support their healthy growth very well. Food cooked by the childminder is vegetarian and carefully balanced so it meets children's nutritional needs and complements food provided by parents at home. Children learn good habits as they sit at the table and eat their meals and snacks with the childminder. Cooking activities, such as making dough for parathas, help children to develop a practical understanding of cooking skills that promote healthy lifestyles. Children develop a good understanding of personal hygiene because the childminder offers timely reminders about hand washing and explains the importance of cleaning food surfaces before use.

The childminder takes children to various activity and toddler groups so they develop their social skills in differing environments, which supports their future learning well. They attend messy play sessions at the local children's centre, where they explore media, such as paint, gloop and cooked pasta. Children benefit from regular visits to indoor play areas for active, healthy exercise and enjoy daily walks in the fresh air. The childminder encourages children to play in her garden every day, for example, they enjoy playing in the sand tray or splashing in puddles. These activities ensure children develop positive attitudes towards healthy lifestyles and promote their physical development well. However, opportunities for children to use wheeled toys, and climbing and balancing

equipment in the garden are not fully exploited.

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

The childminder has a good knowledge of child protection issues and has implemented robust policies and procedures that ensure parents understand her responsibilities to keep children safe. She gives child protection a high priority and regularly attends training to update her knowledge and enhance her ability to protect children. Daily checks of the home and garden and rigorous risk assessments of outings and activities enable children to play safely. The childminder maintains her first aid qualification and is conscientious about recording any accidents and incidents to effectively support children's safety and well-being.

The childminder has very good partnerships with parents that ensure children's individual needs are well met. She talks to them daily and shares her summaries of children's achievements so they have a good understanding of their ongoing progress and well-being. A comprehensive range of written policies and procedures enables parents to gain a good understanding of the childminding provision. Parents speak highly of the childminder, they say she provides their children with an enjoyable range of activities. They particularly like the range of healthy and interesting foods. Children who attend other settings are supported appropriately. The childminder has instigated partnerships with the local pre-school so information about children's development is effectively shared. Links with the local primary school helps to ensure older children benefit from consistent learning experiences.

The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage. She has developed secure methods to record and monitor the educational programme to ensure all children make good progress. An effective self-evaluation enables her to identify areas for development that benefit the childminding provision and support children's achievements well. For example, she has completed a childcare qualification at level 2, and has implemented new policies around the use of mobile phones and cameras. The childminder is not currently caring for children with special educational needs and/or disabilities, but her commitment towards professional development would aid her in delivering effective care and education.

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

Unique reference number	EY412639
Local authority	Cambridgeshire
Inspection number	875488
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	10/01/2011
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, 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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