

**Inspection date**

25/09/2012

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

Not Applicable

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 has a good understanding of how children learn; she plans and provides a broad range of interesting activities that meet children's individual needs.
- Young children have very good opportunities to develop their language and communication through the use of stories, songs and rhymes.
- The childminder promotes children's interest in maths well because she relates their learning to everyday experiences, such as identifying shapes in nature.
- The childminder has developed a good understanding of the provision's strengths and weaknesses through effective self-evaluation.

**It is not yet outstanding because**

- Systems to identify whether children are showing typical development for their age are not yet fully established.
- For those children who attend the setting more infrequently, methods to collect information about what those children enjoy and can do at home are less effective.

## 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 the children at play throughout the inspection.
- The inspector looked at the children's observation and assessment records and discussed their progress with the childminder.
- The inspector took account of the views of parents through testimonials and questionnaires.

## Inspector

Veronica Sharpe

## Full Report

### Information about the setting

The childminder was registered by Ofsted in 2011. She lives with her husband and two children aged four and seven years in the Arbury area of Cambridge, Cambridgeshire. Local shops, schools and parks are within walking distance. The childminder uses the ground floor for childminding purposes; children have supervised access to the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register and is currently caring for four children in the early years age range. She

supports children who have English as an additional language. The childminder offers care each weekday all year round. The childminder is a member of the National Childminding Association. She holds a National Vocational Qualification at level 2 in early years childcare and education.

### **What the setting needs to do to improve further**

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

- use support documents, such as, Development Matters in the Early Years Foundation Stage, to enhance systems for monitoring progress to ensure children develop in accordance with their expected development bands
- improve further systems to collect information from parents about what their children do at home in order to address any learning needs; this particularly applies to those children who attend on an infrequent basis.

### **Inspection judgements**

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

The childminder shows she has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She plans and provides a broad range of age-appropriate activities that ensure children make good progress towards the early learning goals. Young children make particularly good progress in their communication and language because the childminder engages their interest well with songs and stories. Children develop good listening skills and show much enjoyment as they recognise familiar songs, such as 'Wind the bobbin up'. The childminder offers good support for children who have English as an additional language as she repeats words in their home languages to increase their confidence. Children show an interest in books and readily access them.

The childminder promotes children's knowledge of maths well through everyday activities, for example she encourages children to find shapes in nature. Children enjoy playing with shape sorters and puzzles, which enables them to recognise size and shape. Children socialise with others in their local community. The childminder takes them to the library and to activity groups so they learn about their own communities. Daily outings to nearby parks and regular visits to large soft play areas means children are active.

Children benefit from well laid out resources that enable them to explore and develop their independence. The childminder offers each child appropriate support as they make their choices, for example helping a younger child explore the electronic buttons on a baby walker. The childminder works well with parents and gathers good initial information about each child's individual learning needs. This ensures she has a good understanding of their interests and dispositions. Each child has a record of their learning and development

that is developing into a clear picture of what children can do when in the setting. The childminder explains to parents about the Early Years Foundation Stage and keeps them up-to-date on their children's progress. For those children who attend infrequently, for example once a week, there is less information from parents about what their children do at home, which hinders the childminder's ability to gain a holistic view of children's progress.

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

Children play alongside each other and show they have good relationships. They show strong bonds with the childminder and clearly feel safe and comfortable in her care. This gives them the confidence to independently explore their environment and therefore extend their own learning. The childminder is a good role model and helps children learn about good behaviour. She encourages them to share resources and take turns; as a result they play together well. Robust and flexible settling-in procedures mean that children have their individual care needs known and met. The childminder works with parents well to ensure she follows home routines and understands about any particular cultural or religious requirements.

Children benefit from a stimulating and well-resourced home that supports their all-round development. They have good opportunities to be active and learn about healthy diets. Children are encouraged to care for themselves, for example the childminder ensures hand washing routines are firmly established. Foods are healthy and nutritious so children are well prepared for active learning. Children show good levels of skill as they feed themselves and help themselves to their drinks. None of the children on roll at the time of the inspection attend other settings, however the childminder is aware of the importance of working with parents and others to ensure children are supported and well prepared for the next stage in their learning.

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

The childminder shows a secure understanding of child protection issues and has ready access to her policies and procedures. She has attended safeguarding training to increase her ability to keep children safe. She keeps her home secure and ensures children learn safe practices, such as crossing roads safely. The childminder has developed an effective self-evaluation process that enables her to consider aspects of her provision she would like to improve. She seeks the views of parents and responds to their comments, for example working with parents who wish to extend their children's experiences with new foods. Parents say they are very pleased with the quality of the childminding provision. They say the childminder is very flexible and meets their own needs as well as their children's. In addition, they comment that they trust her to take good care of their children. The childminder provides parents with clear policies and procedures so they understand about the service she offers. She works closely with them to ensure children are settled into the setting.

The childminder has effective systems in place to ensure children's progress is recorded.

She keeps consistent records, including starting points, so she can be confident activities cover all the areas of learning efficiently. Through discussion she clearly has a well-defined knowledge and understanding of what children can do, which ensures all children make good progress in their learning and development. She recognises when individual children needs additional support, for example those who have English as an additional language and works well with parents to support children's needs. However the monitoring of children's progress to ensure they are developing in line with expectations is not yet fully in place. This is because the childminder does not yet make effective use of guidance documents, such as Development Matters in the Early Years Foundation Stage.

### The Childcare Register

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

### 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. 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>     | EY430775       |
| <b>Local authority</b>             | Cambridgeshire |
| <b>Inspection number</b>           | 776976         |
| <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>      | 4              |
| <b>Number of children on roll</b>  | 4              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | Not applicable |
| <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 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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