

Inspection date

Previous inspection date

26/11/2014

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 uses effective teaching strategies to engage children in exploring their environment and learning through play. She plans precise next steps to help children make rapid progress towards the early learning goals.
- The childminder is very skilled in forging relationships with children that help them to feel happy, secure and ready to learn. She plans effectively to meet their individual needs. Children are developing good social skills and they are confident about making their needs known to the childminder.
- Partnerships with parents are very successful. They regularly exchange information with the childminder and this secures children's well-being and supports their learning at home.
- The childminder has a very secure knowledge of safeguarding practice and provides an environment where children are protected and can play safely.

It is not yet outstanding because

- The childminder is not making optimal use of the outside learning environment to promote younger children's physical development.

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 talked to the childminder and children at appropriate times during the inspection.
- The inspector viewed areas of the home and garden used for childminding.
- The inspector looked at documentation related to the day to day organisation of the childminding service, children's progress and self-evaluation.
- The inspector took account of the views of parents from questionnaires and information provided by the childminder.
- The inspector checked the evidence of suitability and qualifications of the childminder and the suitability of other household members aged over 16 years.

Inspector

Alison Reeves

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a house in Foxton. Most of the home is used for childminding and there is an enclosed garden for outdoor play. The childminder attends local groups and activities. She visits the shops and park on a regular basis. She takes children to, and collects them from, the local schools. There are currently nine children on roll, two of whom are in the early years age group. All children attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She 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 provision for the youngest children's physical development for example, by making more use of the garden.

Inspection judgements

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

Children are making good progress in their learning and development with the childminder. In a short space of time, she has assessed their starting points and begun to plan for their specific learning needs. This means children are enjoying a wealth of interesting activities that help them sustain their concentration and develop their skills. This helps to prepare them for the next stage in their learning. The childminder has a very good knowledge of the learning and development requirements. She is an experienced practitioner who brings her knowledge of effective teaching, successfully into her practice. The childminder successfully engages parents in their children's learning at home, by sharing detailed information about each child's day and encouraging them to share experiences from home.

The childminder nurtures children's communication and language skills well. The childminder provides really effective language modelling, she talks to the children and narrates their play. This means they are experiencing their learning in a language-rich environment. The childminder listens attentively to children, repeating single words and sometimes expanding on these to attribute meaning. For example, when a child says 'daddy', the childminder extends this to say he has gone to work and will be back to collect the child later. This helps the child to make sense of what is happening. The childminder encourages children's personal, social and emotional development helping them to make choices about what they do.

The childminder includes children's preferences for particular activities. Her sensitive support helps them to develop their concentration and she encourages them to repeat their actions with her very positive responses. For example, they happily build towers of small blocks, and the childminder counts each brick as she places it on the tower. The children are eager to knock it over and watch the childminder with intensity, ready to push the blocks over. Books feature heavily because the children love to look at and explore the pictures. They delight in listening to the childminder as she tells the stories. As a result, this helps them to develop their understanding of the world around them as they look at the animal pictures.

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

The childminder works incredibly hard to help new children settle in. Her goal is to make them feel confident, happy and secure as soon as possible. Her friendly, calm approach is pivotal in the success of developing relationships with parents as well as children. As a result, even the newest children are quickly beginning to 'find their feet', feel confident and are ready to enjoy their learning.

The childminder supports children in behaving well by setting boundaries and communicating these clearly. She is an excellent role model for children, showing them respect at all times. She helps children to become sociable by encouraging them to play together, take turns and share toys. This effectively underpins their ability to get along with others, assures their emotional well-being and prepares them for learning in a larger group setting, such as school.

Children follow their home routines and have meals, snacks and rests at appropriate times. The childminder encourages children to do things for themselves whenever they can. Consequently, they are becoming more independent, getting their own drink when they are thirsty and attempting to use the spoon to feed themselves at lunchtime. Children get out in the fresh air each day when they go out in a buggy. They are physically active indoors moving freely around the areas they use for play. There is robust, safe furniture that children who are learning to walk use for support. The childminder makes excellent use of the garden with the older children. However, there is scope to increase the opportunities for the younger children to have equally valuable outdoor learning experiences.

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

The childminder meets all of the safeguarding and welfare requirements. She understands how to safeguard children and protect them from harm. The childminder has very secure knowledge of the local and national child protection procedures and she underpins this with relevant policy documents. She checks the identity of visitors and all household members over the age of 16 years undergo disclosure and barring checks to ensure their suitability to be around young children.

The childminder has maintained her skills with regular training courses by attending local

hub meetings to look at current practice issues. As a result, the childminder is an effective practitioner with very good teaching skills. She has started to monitor children's progress and the success of the activities she provides, using this information to plan activities to meet children's learning needs. She reflects on her practice, seeking the views of those who use her service. She uses this to plan for further improvements. She has high expectations of herself and demonstrates her commitment to maintain and improve on the service she offers to families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY445990
Local authority	Cambridgeshire
Inspection number	965069
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
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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