

Inspection date

Previous inspection date

14/02/2013

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

- A high priority is placed on supporting children's language and literacy development. The childminder effectively supports the children to make good progress in these areas of learning.
- The childminder has a very good understanding and knowledge of how children learn and provides a rich and varied educational programme, with precise assessment and planning for individual children.
- The indoor and outdoor child-focussed learning environments provide interesting and stimulating activities that engage children and build on their interests; consequently the children are active and interested learners.
- The childminder successfully encourages children to be independent and to manage their own personal needs; consequently children have well developed self-care skills relative to their ages.

It is not yet outstanding because

- Imaginative and role play would be further enhanced through a wider range of resources.

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 in the kitchen, living room and garden.
- The inspector and the childminder shared conversations at appropriate times throughout the inspection.
- The inspector looked at professional development records, a range of policies and other documentation.
- The inspector took account of the views of parents from information provided by the childminder.

Inspector

Linda Bird

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 adult son who works as her assistant. They live in Great Shelford, Cambridgeshire. Most of the property is used for childminding. There is an enclosed garden for outside play. The family has two rabbits and a cat.

The childminder attends a local toddler group. She visits the shops and park on a regular basis. She collects children from local schools and pre-schools.

There are currently seven children on roll; of these five children are in the early years age group and attend for a variety of sessions. The childminder is able to provide care throughout the year. 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:

- provide further opportunities for children to develop imaginative and role play through the use of a wider range of resources.

Inspection judgements

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

The childminder recognises the importance of children's physical development and they enjoy playing in the garden and visiting the park. They go out into the garden each morning to feed the rabbits. The childminder prepares toast for the children to give to the rabbits, which they then break into smaller pieces. They enjoy feeding the animals and are learning to care for them as they also help to clean out their bedding. The children play with the toys in the garden. This includes riding on a seesaw and pushing a small buggy along. These activities support their balance and walking skills. Young children learn how to negotiate a step and get down safely. The childminder ensures that they experience interesting and enjoyable activities outside and have good opportunities to develop their physical skills.

Children enjoy role play and make believe. They dress up as fire fighters. They are encouraged to be independent and to put the costumes on with as little assistance as possible. They pretend to fight fires by breaking down walls using an axe. The childminder talks to the children about fighting fires and joins in their play. She plays the part of a person needing to be rescued from a fire. She uses the opportunity to widen the children's vocabulary by using the words 'trapped', 'fire engine', 'climb' and 'rescue'. In this way she is helping the children to broaden their vocabulary and develop their speech. The childminder provides encouragement and praise and supports the children in developing their self-esteem and confidence. The childminder is skilled at listening to them and building on their interests to extend their learning. Whilst dressing up clothes are

available, the childminder recognises the need to widen the resources available for role play so that the children have greater opportunities to engage in imaginative play.

The childminder places a priority on supporting children's language and literacy development. They make good progress in these important areas of learning. The childminder listens carefully to the children and talks to them about a wide range of topics often using their interests as a basis of the discussion. The childminder has some very attractive and beautifully illustrated books to capture the children's interest and imagination and foster a love of reading. The books are easily accessible to them and they enjoy choosing a book to look at. The childminder talks to them about the pictures and the content and is careful to encourage them by sharing their interests. The children are successfully being helped to develop early reading skills.

The childminder assesses the children's stage of development and learning by listening carefully and observing them playing and then adjusting the activities as required to enhance learning. The childminder records observations of the children playing and these together with her assessments are shared with parents. In this way parents are kept well informed about their children's learning and progress. The children are successfully functioning as expected for their age and are making good progress. The childminder ensures that they are acquiring the necessary skills and a positive disposition towards learning so they are ready to benefit when starting school.

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

Children are fully involved in all aspects life of the home; helping to prepare their morning snack and independently accessing the toys and resources that they want to play with. The childminder successfully encourages the children to be independent and to manage their own personal needs such as learning to dress themselves. The children feel safe and secure in the childminder's care and behave well. The childminder encourages and praises them and in this way she is helping to develop their self-esteem and confidence.

Children are encouraged to develop healthy lifestyles with frequent walks, visits to the park and outdoor play in the garden. They also learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. The childminder promotes a healthy diet for the children by providing a nutritious cooked lunch. Water is available throughout the day so the children remain hydrated.

Children show that they feel settled and at home in the care of the childminder. They are sensitively helped to settle in when they join the setting. Initial visits are arranged to gradually enable them to get to know their new environment. Parents provide information on their children so that the childminder is aware of their likes and dislikes and any particular needs. These procedures contribute to the children quickly and happily settling with the childminder. They have the experience of mixing and playing with children of different ages and interests. These experiences ensure that they are well prepared for the next stage in their learning and for transition to pre-school or school.

The effectiveness of the leadership and management of the early years

provision

The childminder is well qualified with a degree in early years education, consequently she has a very good understanding and knowledge of how children learn. She provides a rich and varied educational programme, with precise assessment and planning for individual children. The childminder is supported in her work by an assistant; he is in the process of completing his induction and is studying for an early years qualification.

Partnerships with parents are very well established and the childminder keeps parents well informed about their children's progress and development. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She is a member of a childminder network and has good links with the local authority's early years development advisers. She also runs some training events for childminders.

The childminder has a good understanding about safeguarding children and understands her role in protecting them. The children are carefully supervised. A range of policies and procedures are in place to promote the welfare and safety of children. There is a policy for emergency evacuation of the home and children regularly participate in fire evacuation practices, so they know what to do in the event of an emergency. The childminder carries out risk assessments both for the home and for trips and outings. The childminder and her assistant have first aid qualifications and have been suitably vetted to work with young children.

The childminder is committed to providing high quality learning experiences for all the children. She is self-critical and keeps her provision under review. She has recently completed a self-evaluation of her setting where she has identified strengths and areas for improvement. The childminder has sought the views of parents on the provision and has made some changes as a result of their feedback; this includes the provision of more opportunities for creative and messy play.

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
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		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	EY449013
Local authority	Cambridgeshire
Inspection number	880271
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7

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 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.

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.

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