

Inspection date

Previous inspection date

16/09/2013

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

- The childminder has warm and positive relationships with parents. This helps her to build strong attachments with children and effectively meet their individual needs.
- The childminder uses her good knowledge of the children to engage them in thoughtful conversations about their interests and activities. This gives children the skills to think for themselves and develop their language so they are well prepared for the next stage of their learning.
- Children benefit from plenty of energetic exercise, both indoors and out, which supports their good health and physical development very well.
- The childminder attends lots of courses and workshops that enhance her ability to offer good quality learning experiences for all children.

It is not yet outstanding because

- The childminder has a wide range of resources, but these are not always effectively organised to fully support children's ability to make independent choices.

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 at their play and their interactions with the childminder.
- A range of documentation was checked, including policies and procedures, accident and medication records and the children's learning records.
- The inspector took into account the views of parents through questionnaires and testimonials.

Inspector

Veronica Sharpe

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 partner and three children aged seven, 11 and 17 years in Witchford, Cambridgeshire. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

The childminder is currently caring for six children; of these, four are in the early years age range. She offers her childminding service from 8am until 6pm each weekday all year round, with the exception of bank holidays. 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:

- organise toys and resources to further enhance children's independent access; enabling them to effectively make their own choices and follow their interests

Inspection judgements

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

The childminder skilfully talks to children during their play, encouraging two-way conversations and giving children time to think about their activities, ideas and interests. She enables them to use their conversations to express themselves and extend their own ideas. She follows where the children lead, for example, an encounter with a toad leads them to discuss where toads live, what they eat, and how their colours vary. They look up images on the computer, and compare their toad with the pictures they find. This flexible and cooperative approach enables children to become good problem solvers, who think for themselves, which prepares them very well for their future learning.

The childminder has a comprehensive 'all about me' form to collect lots of initial information from parents. This helps her to quickly develop a good understanding of their children's starting points. She makes ongoing observations and assesses children's development regularly, which helps her to plan effectively for the next stage of their learning. As a result, children make good progress towards the early learning goals. The childminder creates individual journals that clearly show what children enjoy and can do. These, along with daily diaries, are effectively shared with parents and encourage them to

take an active role in their children's learning.

Children benefit from the availability of a good range of books and have daily opportunities to share stories. They enjoy frequent visits to local groups to join in singing and story times and develop their social skills. The childminder plans a range of imaginative activities that enable children to express themselves through design and creative arts. For example, after taking children to pick soft fruits, they squash blackberries and raspberries onto paper to make patterns and explore colour. The childminder extends their learning by having fun with language as they explore new words to describe their experiences, such as squishy and squashy. Children learn to use tools such as scissors and eating utensils, which supports their physical control and coordination well.

Children's understanding of numbers and mathematical language is effectively developed through practical activities, such as weighing and measuring. The childminder encourages children to count out objects and look for shapes in nature. Plentiful resources, such as pencils, crayons, paints and chinks, enable children to experiment with early writing. Children have supervised use of the childminder's computer where they play matching games, or look up pictures and articles. Younger children use early technology in their play, such as toy telephones, musical instruments and pop-up toys. All of this helps children to prepare for the next stage in their learning, including school. Children benefit from access to a broad range of resources, some of which are laid out ready for children to use in the living room and conservatory. Not all resources are effectively organised, or grouped together, to extend children's opportunities to independently make choices and easily reach them.

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

Children settle well due to flexible procedures that enable them to become gradually familiar with the childminder and her family. The childminder works well with parents and has developed a close relationship with them. This helps to ensure she understands and meets children's individual needs. Children demonstrate they are clearly comfortable in the childminder's care. They engage with her confidently, and chatter happily as they play. In return the childminder is warm and attentive, she shows them she enjoys their company so they feel valued. Children learn good behaviour because the childminder is a good role model. She is calm and polite with them, and encourages them to share and take turns. She has the same high expectations of all children, including her own. All follow the same firm, but fair, rules and boundaries. As a result, children develop a good understanding of positive and caring behaviour.

The childminder is enthusiastic about energetic, physical exercise, and transmits this successfully to the children. They participate in a very good range of activities that support their good health and strong growth. For example, children dance, do age-appropriate, enjoyable exercises and play ball games. The childminder is knowledgeable about childhood nutrition and uses her expertise to develop a broad range of healthy foods and snacks. Young children are encouraged to feed themselves to promote their independence

and develop their physical control. Older children take an active part in food preparation so they develop their understanding of where their food comes from. A well-stocked kitchen garden extends children's interest in healthy foods.

The childminder is conscientious about hygiene and is a good role model. She washes her hands in front of the children and talks to them about good washing habits. Children learn safety procedures, such as the fire drill so they know how to look after themselves and others in an emergency. The childminder keeps appropriate records of any accidents to promote children's safety. She collects permission from parents to give medication and records any medicines given. The childminder takes children to toddler and activity groups to build their confidence in larger social situations. She meets with other local childminders to encourage the children to develop relationships with others in their community. She teaches children practical independence skills, such as putting on their own shoes and coats, and talks to them about school or pre-school. Consequently, they are well-prepared for the next stage in their learning, including school.

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

The childminder has implemented effective safeguarding procedures and knows which agencies to contact if she has child protection concerns about the children in her care. She has attended a safeguarding course to ensure her knowledge of child protection is up-to-date, which further enhances her ability to keep children safe. Daily risk assessments of the home and garden help to ensure children play in a safe and secure environment. Children show a good understanding of the need to assess risks, for example, they check that the childminder has completed her sweep of the garden before they go out. The childminder supervises the children closely as they play to keep them safe. She has firm rules on outings so children learn how to keep themselves safe. For example, they learn to wait, look and listen before crossing roads together.

The childminder has attend the required first aid training and number of other relevant courses and workshops since registering as a childminder. This helps her effectively promote children's development and wellbeing. For example, she has completed a recognised qualification in planning and delivering physical exercise sessions for children. The childminder shows a good understanding of her strengths and areas for development and has an effective action plan for improvement, which she is steadily working through. She regularly asks parents and children for their ideas and opinions, so she can take into account their views. This helps her to efficiently maintain and develop the childminding provision. The childminder has a good understanding of the legal requirements of the Early Years Foundation Stage. For example, she keeps Ofsted notified of any significant events, and has suitable written procedures for dealing with complaints and safeguarding.

The childminder closely monitors children's learning and development across the areas of learning and completes regular written summaries of their achievements. As a result, she is able to ensure all children make good progress towards the early learning goals. She evaluates her activities and routines to ensure they continue to meet children's changing

needs. She has not yet had to complete a progress check at age two, but has prepared for this by obtaining the guidance and attending a workshop. The childminder has developed warm and secure partnerships with parents. She keeps them well-informed about her childminding business through regular emails and written policies and procedures. Parents praise the childminder and say she is flexible and welcoming. They say they notice positive changes in their children as they grow in confidence in the childminder's care. The childminder provides parents with daily diaries and has frequent meetings with them so they are clear about their children's progress and wellbeing. The childminder helps to support children who attend other settings, such as the pre-school and the primary school. She shares summaries of learning and ensures she knows about activities and events taking place so children benefit from continuity in their learning experiences.

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	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	EY450019
Local authority	Cambridgeshire
Inspection number	931862
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
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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