

Inspection date

Previous inspection date

05/02/2013

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

- Children respond well to the childminder's calm and gentle manner. They show her warm affection and enjoy her company, which promotes their confidence and sense of belonging.
- The childminder makes good use of the available space in her home to ensure children have ample choices. Consequently, they develop their independence well and make good progress.
- The childminder has quickly formed secure and trusting relationships with parents. This helps to ensure children feel settled and safe in her care.

It is not yet outstanding because

- The childminder does not make the best use of the outdoor environment to stimulate children's interest and understanding of the natural world.

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 in the childminder's home.
- The inspector reviewed documentation, including policies and procedures, accident records and the children's learning records.
- The inspector spoke with the childminder about the provision.

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 in a first floor apartment with her mother in the Arbury area of Cambridge, Cambridgeshire. The living room and bathroom are used for childminding. There is no enclosed outdoor area, but there are a range of parks and play areas in walking distance. The family has four cats and one guinea pig as pets.

The childminder is able to take and collect children from local schools and play groups. The childminder offers her childminding service each weekday from 8am until 6pm, all

year round, including bank holidays. She is currently caring for five children in the early years age range on a part time basis, of whom, some have English as an additional language. The childminder is a member of the National Childminding Associations and holds an early years qualification at level 3.

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 explore a wide variety of outdoor environments so they can use all of their senses and learn more about the natural world.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses her experience and knowledge of how children learn through play to create a stimulating and effective learning environment. Children access a good range of resources and activities that support their interests well. For example, a young child has independent use of a compact disc player so he can play the music he prefers. The childminder encourages parents to provide her with initial information about children's interests and abilities at home. This gives her the essential starting points from which to assess and monitor children's progress. She collects detailed observations and assessments on children's achievements and interests to help them move forward in their learning. She involves parents well through daily discussion and written diaries, which enables them to support their children's learning at home. She is preparing to complete the progress check at age two in partnership with parents. Consequently, children make good progress overall.

Younger children show an interest in toy trains and enjoy running the wheels over the tracks. They watch with interest as an older child explores rolling balls down a home-made run and laugh with delight when the balls drop into the container with a 'bang'. Older children move their bodies to music and anticipate when the 'Hokey-cokey' starts to play. The childminder effectively supports their play by talking to them and prompting their curiosity with questions, such as 'What happens next?' This enables children to think creatively and consider possibilities. Accessible books mean children make their own choices. The childminder reads with them often so they are familiar with the stories and develop their love of reading. Children with English as an additional language benefit from

a range of books and resources that support their home language. The childminder works with parents to ensure she knows how their language is developing at home so she can effectively support their learning and development in the setting.

The childminder introduces different equipment to retain children's interest. They approach these new experiences with interest. For example, they explore new hole punches and learn how to operate them quickly. This confident attitude promotes their future learning well. The childminder skilfully reminds younger children how the equipment works, for example, she shows them how to push balls through a shape sorter, giving them time to copy her. This enables them to confidently try it for themselves. They show pride when the toy works for them too and clap happily, showing good levels of self-esteem. Older children access pencils, crayons and felt-tips independently and enjoy mark making experiences. The childminder collects their pictures and paintings so they can be displayed and given to parents to celebrate and value their achievements.

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

The children relate well to the childminder and enjoy her company. Her calm and confident attitude has a positive effect on the children, and they are content and settled in her care. The childminder is sensitive about settling children into the setting and works flexibly with parents. Where children experience difficulties when parents leave, the childminder texts or calls parents to reassure them all is well. This makes transitions from home to the childminding setting less stressful for all.

The childminder encourages children to be independent, and therefore prepares them well for the next stage of their learning. Older children indicate their own personal needs well, use the toilet and wash their hands competently. The childminder applies consistent boundaries and encourages good behaviour through example. She speaks kindly to the children and expects them to be kind and caring to each other. Younger children are seated comfortably on her lap during some activities so they can have a good view of older children's play. This involves them well and encourages them to take part at their own level. For example, they learn by watching the older child that the toy telephone box buzzes and rings when buttons are pushed and explore the toy themselves. As a result, they are confident learners.

The childminder provides children with healthy home cooked meals that support their nutritional needs well. She ensures she knows about dietary needs and keeps parents well informed about children's food intake. Children clearly enjoy their meals and eat with relish. The childminder follows parents' instructions when weaning younger children, to ensure they eat safely. Children are introduced to new foods after discussion with parents and therefore enjoy a good variety, including foods from other countries and cultures. For example, children enjoyed some Chinese food in recognition of Chinese New Year. This helps to develop their understanding of the wider world and promotes healthy lifestyles.

The childminder has no garden, but is pro-active in getting children out into their community. They socialise at toddler groups and enjoy other local amenities, such as the

library. The childminder takes children to the recreation ground and they enjoy daily walks to and from nursery and pre-school. Children develop their physical skills well as they play on large equipment. However, children have fewer opportunities to explore nature and investigate the world around them. During outings, the childminder develops children's ability to keep themselves safe, for example, they learn how to cross roads at the Pelican crossings. Children learn to stay safe in a fire because they practise the evacuation plan frequently.

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

The childminder has used her strong knowledge of the Statutory Framework for the Early Years Foundation Stage to ensure all essential requirements are met to a good level. She has a secure understanding of safeguarding procedures and keeps accurate records of accidents and incidents that promote children's safety and welfare well. Children play in a secure home, where they are consistently supervised to keep them safe. The childminder conducts effective risk assessments that enable children to move around the home and go into their local community in safety.

Parents receive a comprehensive range of policies and procedures that keep them well informed about the childminding provision. They have regular input into children's learning and development and say they feel well informed about their progress. The childminder questions them regularly about their views on her service, and responds well to any requests. For example, she has reviewed her behaviour management procedure so it is easier for parents to be consistent at home. Parents show they feel comfortable talking to the childminder and relationships are clearly good. Consequently, children feel safe and secure. The childminder understands the importance of establishing partnerships with others who care for the children. She has good links with the local nursery school and the pre-school so she can build on children's experiences. Although there are no children currently on roll with special needs and/or disabilities, the childminder knows about other agencies that support them, such as the local authority special needs advisors.

The childminder has started work on self-evaluation so she can review practice and develop her provision. She has identified various training needs and has acted pro-actively to implement them. For example, she has arranged to renew first aid and has found out about her responsibilities towards data protection. As a result, she is in a good position to drive ongoing improvement. She uses her existing knowledge and skills to effectively monitor children's progress to ensure all children develop according to their individual expectations and keeps efficient and informative records about each child in her care. This enables her to ensure all children make good progress.

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 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	EY451155
Local authority	Cambridgeshire
Inspection number	881535
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	5
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.

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