

## Inspection date

Previous inspection date

09/08/2013

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 is vigilant about children's health and safety. She ensures that her home, toys and resources are meticulously clean and welcoming for all children.
- The childminder creates a warm and nurturing environment for young children. They beam with delight and clap their hands when she sings to them and this demonstrates their feeling of security in her care.
- Babies are encouraged to practise their newly discovered crawling and walking skills, which in turn, boosts their self-esteem.

### It is not yet outstanding because

- There is scope to extend the range of multicultural resources that reflect a range of cultures and backgrounds to promote children's rapidly developing understanding of the world further.

## 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 home and garden.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the day.
- The inspector took account of written comments provided by parents for the purpose of the inspection.
- The inspector looked at children's assessment records, evidence of first aid training, the provider's self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Ely, Cambridgeshire with her two adult daughters, one of whom is her co-childminder and the other, her assistant. The ground floor of the childminder's house is used for childminding and a bedroom may be used for sleeping children. There is an enclosed garden available for outside play. The family has a cat.

The childminder is able to walk with children to and from local schools and pre-school. She minds all year round and currently, there are seven children on roll. 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:

- extend the range of resources, activities and experiences to reflect children's own family backgrounds and unfamiliar cultures, in order that children learn about the wider 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 how young children learn and develop. She provides a range of stimulating toys and resources to capture children's interest and encourage them to become active learners. For example, young children enjoy discovering interactive toys. Their physical skills are promoted well as they gain the control needed to press buttons and lift flaps and to their great delight, are rewarded by sounds or flashing lights. This demonstrates children's natural curiosity and enhances their concentration. The childminder boosts children's self-esteem effectively by offering plenty of praise and this encourages them to repeat their actions and promotes learning further.

Babies' communication skills are fostered well by the childminder. She repeats their babbling and first words, which encourages babies to practise their utterances. The childminder frequently sings to the children during activities and routines. This too, enhances children's communication and listening skills, as well as teaching them familiar songs and an appreciation of music. The childminder has a good range of books and examples of meaningful text in the environment. Children sit contentedly looking at books and turning the pages, which demonstrates that their literacy skills are developing well.

The childminder and assistant extend children's learning by asking questions and naming pictures and this effectively builds their skills for their future learning.

The childminder observes children and gathers her information in learning journal records. She assesses children's development and together, with her good knowledge of each child, plans activities and experiences that effectively promote their learning and development. The childminder involves parents in initial assessments and ensures they are fully informed about children's progress during daily discussions and the use of diaries. Parents also share information about children's learning at home and this means that the childminder can successfully build on these experiences.

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

The childminder builds strong partnerships with parents and ensures she is well informed about children's care needs. She carefully plans children's settling-in periods and their transitions from home to her care. This gradual introduction supports children's personal social and emotional development well and consequently, they are soon happy and contented in her home. The childminder makes sure she follows babies and children's home routines and this is especially evident when preparing babies bottles and following their home feeding regimes. Older babies and children enjoy healthy snacks, such as fruit and frequent drinks of water, which they help themselves to throughout the day. This promotes children's independence skills as they learn to hold beakers and feed themselves with finger foods.

Children's physical skills are enhanced during outside play and trips to the local park. Babies excitedly practise their new found skills as they crawl freely and safely around the home. The childminder supports their development by offering plenty of praise and encouragement as babies pull themselves to their feet and take their first steps. Children learn to behave well because the childminder acts as a good role model and when necessary, offers gentle reminders about what is not appropriate. The childminder is attentive to children's safety and makes sure her home is clean and free from hazards. Children learn to hold onto the buggy when they are out, in order to promote their safety. Resources are plentiful, well cared for and appropriate for the age range of children attending. The environment supports learning across all seven areas, including some toys and books reflecting multicultural images. However, there is scope to improve this further by ensuring toys, resources and experiences always reflect children's different cultural backgrounds and the wider world.

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

The childminder has worked hard to develop her setting and gain a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She is keen to develop her service to children and families and reflects on what she is good at and what she needs to do to make continuous improvements. Together with her co-

childminder and assistant, she has made recent improvements to the garden, which means that children have fun playing and learning outside in safety. The childminder demonstrates a good understanding of safeguarding procedures. She knows how to identify concerns and who she needs to report these to, in order that children are well protected. The childminder has a comprehensive range of policies and procedures to support her work and makes sure that she helps her assistant to be equally familiar with the requirements. She shares her knowledge with her assistant during discussions and has a clear plan of how further training will support her to improve her skills. The childminder considers each child's individual needs and monitors their progress. She ensures that the activities and experiences support children's learning across the seven areas and that they are challenged and make good progress.

The childminder belongs to a local network of childminders and has frequent contact with other childminders in her area. This, together with co-childminding with another childminder, means that she can share ideas, gain up-to-date information and improve her knowledge. The childminder attends training sessions and is enthusiastic about her role. Partnerships with parents are strong and support children's good progress in learning and development. Parents share ideas with the childminder and offer very positive feedback about how well she cares for their children. Parents especially appreciate how well informed they are about children's care and activities during the day. The childminder demonstrates a good understanding of working in partnership with other providers and professionals and has plans in place to facilitate this when children are older and attend pre-school.

### **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 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY459669       |
| <b>Local authority</b>             | Cambridgeshire |
| <b>Inspection number</b>           | 906571         |
| <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>      | 6              |
| <b>Number of children on roll</b>  | 7              |
| <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, 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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