

## Inspection date

Previous inspection date

08/01/2015

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 understands each child and interacts well with them. She includes children in discussions and supports them in extending their vocabulary. Consequently, children develop good communication skills and understand how to interact effectively.
- The childminder's good teaching methods support her in accurately assessing children's progress and understanding their developmental needs. She feeds their next steps into the planning, so that activities promote each child's learning.
- The childminder works well with parents and gathers a wide range of information about children. As a result, she knows each child well, so she offers them relevant support. Therefore, they feel secure, welcome and settled.
- The childminder keeps up to date with good practice and maintains her knowledge of safeguarding procedures by studying relevant journals and publications. As a result, she promotes children's welfare and safety well.

### It is not yet outstanding because

- The childminder does not always make the most of all opportunities to encourage children to develop their critical thinking skills to the maximum.
- The childminder does not always promote children's learning to the optimum by consistently exchanging detailed information with other providers caring for the children.

## 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 house and viewed areas of the home used for childminding.
- The inspector talked with the childminder and the children present. She reviewed an activity with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their feedback to the childminder.

## Inspector

Kelly Eyre

## 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 with her partner and one child in a house in Sawston. The whole of the property and the rear garden are used for childminding. The family has one cat. The childminder attends toddler groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except 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:

- extend the opportunities for children to think critically during activities and discussions, for example, by asking more open-ended questions and allowing them further time to answer
- extend the partnership working with other providers caring for the children, for example, through the consistent exchange of assessment and planning information.

## Inspection judgements

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

The childminder's purposeful teaching techniques ensure that she supports children well, so that they make good progress in their learning and development. She efficiently assesses the initial information from parents, so that she fully understands children's starting points. This enables her to plan appropriate activities and to monitor children's progress. The childminder observes children and assesses this information well, in order to plan relevant activities that support them in reaching the next stage in their learning. She has effective procedures in place to aid her in completing the progress check for children between the ages of two and three years. This supports her in noting any areas where children need additional support. The childminder communicates well with parents, so that she keeps up to date with children's development and achievements at home. She also supports parents in extending their children's learning. For example, she uses electronic messaging to provide practical information about the activities that children have enjoyed and possible ways of extending these.

The childminder supports children, so that they develop the skills and positive approaches that aid effective learning, thereby, preparing them well for school. She ensures that

resources are easily accessible, so that children make independent choices and initiate their own play. For example, children choose to play with musical instruments. They explore the different sounds and sing along as they play. The childminder extends this by demonstrating how to run the wooden mallet over the keys to create a different sound. Children copy this, listening carefully to the sounds, which they are making. The childminder's good assessment and planning means that she offers children activities that extends their interests. For example, after noting that children were interested in a topic of 'people who help us', the childminder took them to the library to look for associated books. The children chose a book about veterinary surgeons and the childminder has now supported them in creating their own veterinary surgery at home. Children thoroughly enjoy this and extend their knowledge and imagination as they 'treat' the toy animals. The childminder's good interaction with children supports them in extending their language and vocabulary. For example, she encourages them to explain their play as they put toy cars through a tunnel. She then extends their vocabulary by introducing the concept of 'echoes'.

In most activities, the childminder encourages children to develop their skills in critical thinking. For example, when children make a tunnel for the cars, they note that using a piece of material is not effective and the childminder encourages them to work out a more practical solution. However, she does not always make optimum use of all opportunities and occasionally, the activities do not fully encourage children's problem-solving skills. For example, when children ask to mix purple paint, the childminder suggests using blue and red to make this, rather than allowing the children time to discuss this and to experiment by mixing different colours. Therefore, they do not get the very maximum benefit from this activity. Children enjoy a wide range of activities that promote the development of both their larger and finer physical skills. They develop coordination and control of their smaller muscles as they fold and tear pieces of paper, carefully opening these out to see the patterns, which they have made. The childminder offers meaningful opportunities to help children appreciate diversity. For example, they look at a map of the United Kingdom and compare this to a map of the world. They point out the differences and enjoy discussing the varying climates, distances and cultures.

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

The childminder works well with parents and gathers a wide range of initial information about children. She then uses this when planning the support and daily activities for each child. This helps children to feel secure and they quickly settle with the childminder. She has a positive attitude to her work and this is reflected in her good interactions with children. She shows them that she genuinely enjoys being with them. Children respond to this; they are emotionally secure and have warm, trusting relationships with the childminder. For example, they naturally include her in their play, secure in the knowledge that she will be interested.

The childminder notices what children are doing and offers them sensitive praise for their efforts and achievements. This promotes their confidence and they develop a positive belief in their own ability to tackle tasks, learn and achieve. This prepares them well for the move to pre-school or school and for their future learning. The childminder supports

children in building a good understanding of how to manage their behaviour. She talks with them about this and acts as a good role model to them. Children respond by being polite and showing concern and affection for each other. They readily share the toys and competently organise turn-taking.

The childminder supports children well, so that they are actively involved in simple daily tasks. For example, she offers them clear directions, so that children of all ages can help with tidying up in between activities. This promotes their independence and their understanding of safety as they talk about the importance of removing possible hazards and having clear space to play. Children gain a good awareness of the relevance of healthy lifestyles. They wash their hands before eating, often singing an associated song to reinforce their understanding of good hygiene. Children engage in role play, where they pretend to shop and cook. The childminder uses these opportunities to talk with them about healthy food options and the importance of a balanced diet. Similarly, she uses their interest in stethoscopes to help them to understand the effects of exercise as they listen to their heart beats before and after exercise.

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

The childminder regularly reviews her thorough risk assessments, ensuring that children play safely, both inside and outside the home. She consistently promotes children's welfare as she implements practical safeguarding procedures. The childminder reads updates and keeps relevant information, so that she is fully aware of the process to follow should she have any concerns about the welfare of children in her care. She explains all policies and procedures to parents, so that they understand how she protects children. For example, they understand that the childminder only uses photographs of children for assessment purposes and that they are stored securely.

The childminder regularly reviews her policies and procedures to ensure that these support her in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is enthusiastic about her work and is committed to continuously developing her practice. She extends her knowledge by researching relevant journals and exchanging information with other childminders. This impacts positively on children. For example, the childminder now offers them a wider range of craft activities, thereby, promoting the development of their creative skills. The childminder's secure understanding of the learning and development requirements supports her in monitoring children's progress. She frequently checks their assessment records, in order to note any areas where they may require further support. The childminder's continuous evaluation of her work means that she has a thorough picture of her strengths and weaknesses. She uses this information to plan further improvements. For example, the recent reorganisation of the playroom means that children now have more space to play and explore.

The childminder has generally appropriate partnerships with other people caring for the children. She talks with staff at one of the local pre-schools and at nursery, so that she finds out about their current activities and can extend these at home. However, she does not use these partnerships to the maximum to consistently exchange assessment

information with all other providers, in order to promote children's development to the optimum. The childminder does not currently care for any children who have special educational needs and/or disabilities. However, she demonstrates a clear understanding of the support offered by other professionals and knows how to access this, should the need arise. The childminder works well in partnership with parents. She frequently shares children's assessment records with their parents, so that they are aware of what they have been doing and of their ongoing progress.

### **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 | 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY460104       |
| <b>Local authority</b>             | Cambridgeshire |
| <b>Inspection number</b>           | 949624         |
| <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>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

