

Inspection date	16/01/2014
Previous inspection date	21/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is strong, and as a result, children make good progress, especially in their literacy development.
- Good partnerships with parents are in place and this mean children feel secure in the care of the childminder. This supports children's well-being and means they make good progress in their development and learning.
- The childminder has a good understanding of safeguarding procedures, and as a result, children are well protected in her care.
- The childminder provides a wide range of resources and activities to interest children and promote their learning. The childminder also understands the importance of children freely accessing playthings and being able to relax after a day at school.

It is not yet outstanding because

- There is room to improve the ways in which older children within the Early Years Foundation Stage progress is monitored, to ensure they remain challenged and supported, albeit in their after school hours.

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 main room of the house.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector and childminder took part in a joint observation.
- The inspector took the views of a parent into account.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in Manea, Cambridgeshire. They live in walking distance to shops and the local primary school. The downstairs living room of the childminder's home is used for minding. There is an enclosed garden for outside play. They have chickens in the garden.

The childminder is currently minding seven children, two of whom are in the early age group. She also offers care to children aged over five years to 11 years. The childminder supports children who speak English as an additional language. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family 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:

- review and further develop the already good monitoring procedures, to make sure that children attending school continue to be tracked and areas of development clearly identified.

Inspection judgements

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

Children are welcomed into a homely environment where they are encouraged to explore, learn, and during their after school hours, socialise with others and relax. The childminder uses her good knowledge of the seven areas of learning to teach children through stimulating activities that capture their interests. For example, the childminder provides fir cones, leaves and seeds for children to create pictures and in this way, they are introduced to the four season and the various changes that happen in the natural world. Children's communication skills are encouraged by plenty of stimulating discussions where the childminder makes good use of open questioning to help children think critically or recall their recent activities and events. As a result of this, children are confident talkers who are able to hold mature conversations with other children and adults alike. The childminder also has a particular interest in supporting children learning English as an additional language and uses a range of simple resources to help children learn new words and begin to communicate successfully.

Children are independent learners who are able to choose their own activities from a wide range of toys and playthings. Children generally play well together and enjoy dressing-up, constructing buildings from building blocks and drawing, for example. Their pictures and

models give plenty of opportunities for children to share their ideas and thoughts with the childminder and her proficient interventions means children's learning is extended successfully. For example, children draw detailed pictures of a princess together with a rainbow. The childminder uses this good, child-led, learning opportunity to count the number of colours in a rainbow and discuss well known fairy stories. The childminder also plans for activities that will enhance children's literacy and numeracy development in particular. As a result, children's progress is rapid in this area and they are well prepared for their next stages in learning, including school. The childminder observes children and makes good assessment of their progress. Parents are informed of their children's development during daily discussions and by sharing home diaries. In this way, children's learning at home is encouraged and the two-way flow of information means that children are well supported.

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

Children generally feel happy and secure when with the childminder because she has built strong relationships with parents. As a result, she is well informed about children's care needs. The childminder realises the importance of children being emotionally resilient to changes in their lives and prepares them well for such eventualities. Children look to her for comfort when their daily routines are changed, but are quickly reassured and continue to play and follow their own interests. Children behave well in the childminder's home because she has clear boundaries and expectations which they understand well. This is extended to the walk home from school when children know how to keep themselves safe in the local area and walk sensibly, giving due care to traffic and other pedestrians. The childminder's diligence to children's safety is evident and she ensures her home is suitable for children. For example, she has a fire guard around the open fire and robust latches on garden gates.

The childminder provides a wide range of toys and resources which are accessible to children and support learning across the seven areas. Children enjoy playing in the garden and during the better weather and lighter after school hours, much of their time is spent in this area. This provision is pivotal in helping children to take some calculated small risks in their play and understand how physical exercise is an important part of developing a healthy lifestyle. Nutritious snacks are eagerly welcomed as children return home from a busy day at school and this too supports their growing understanding of how to keep themselves healthy. Children are independent in their self-care needs according to their ages and abilities. They wash their hands before eating and are able to organise their own belongings, put coats and shoes on when it is time to go home.

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

The childminder has good understanding of her safeguarding responsibilities according to the Statutory framework for the Early Years Foundation Stage. She has attended training to update her skills in local safeguarding procedures, and as a result, knows how to identify concerns she may have about children in her care. The childminder has a range of policies and procedures in place and this further supports her work. These are reviewed at

regular intervals and consequently, children are well supported. The childminder uses self-evaluation to identify her strengths and areas for improvement. She asks parents and children for their opinions and in this way, she is able to make informed decisions about her service. The childminder attends training opportunities to enhance her knowledge and skills whenever possible and this means that children benefit from current childcare practices.

Effective monitoring of children's progress and educational programmes are in place and generally give an accurate indication of children's skills and progress. However, occasionally, these good procedures are less robust for the children now attending school and it is sometimes less obvious whether they are being sufficiently challenged, albeit in their after school hours. Nevertheless, children continue to make good progress towards their early learning goals at school and they benefit from the continued good relationship they have with the childminder. Partnerships with parents are generally good. Parents especially approve of the ways in which children learn good manners and that the childminder ensures they have good writing and numeracy skills by the time they start school. Partnerships with other providers are also valued by the childminder and this has been especially useful in meeting individual children's learning needs in relation to their learning English as an additional language.

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
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. It will be monitored and inspected within twelve months of the date of this 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		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	222483
Local authority	Cambridgeshire
Inspection number	818222
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	21/12/2009
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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