

Inspection date

Previous inspection date

30/01/2014

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 enjoy their time in the childminder's care and have formed secure attachments. This enables children to feel safe, happy and relaxed in her care.
- Children make good progress in their learning and development, due to the childminder's sound knowledge of child development. Children benefit from regular outings to a variety of indoor and outdoor local resources, which extend and enhance their learning experiences.
- Positive relationships have formed with parents, which contributes greatly to children's well-being while at the setting. Parents comment positively about all aspects of the childminder's practice with their children.
- The childminder is proactive and shows a strong commitment to continuing her professional development through well targeted areas for improvement and ongoing training.

It is not yet outstanding because

- There is scope to improve the exchange of information for parents regarding how they may support learning at home.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

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 taking place in the lounge and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's self-evaluation documents, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

Inspector

Carly Mooney

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged one and three years in a house in Ely, Cambridgeshire. The whole of the ground floor and the rear garden are used for childminding. The family has two dogs, a fish, cat and two guinea pig as pets.

The childminder attends activity groups in the community. She visits the shops and park on a regular basis. She takes and collects children from the local schools.

There are currently four children on roll, three 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 for one week at Christmas, bank holidays and family holidays. She is a member of 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:

- enhance the already good partnerships with parents by further developing strategies to share information and promote learning at home
- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

Children explore their surroundings with confidence and choose activities they enjoy from a good range of toys and resources. The childminder supports children very well in activities and demonstrates a range of teaching methods, that ensures children are well prepared for their next stage of development, such as starting school. For example, during a planned activity to make Chinese money envelopes, the childminder encourages counting, number recognition and simple calculation. She talks about how many more coins children need to fill their envelope to match the amount written on the front, from one to ten. The childminder then supports children to place the envelopes in number order once they are filled. She models language clearly and provides a constant narrative to the activities children participate in so that they understand what is happening. During sensory

play with lavender infused rice, the childminder encourages children to use language to describe what they can smell and feel, suggesting that they take their socks off to feel the rice beneath their feet. She uses words, such as scoop and half when children fill their bowls and egg cups using a variety of spoon sizes, including measuring ones.

The childminder has made a positive start to observing and assessing children's progress. Planned activities are based on children's interests and their development needs. For example, a topic on animals around the world, stems from a child's interest in whether certain animals are real. As part of this children also make bird feeders to hang outside the kitchen window and during the inspection children are excited to see a number of different birds eating the food. The childminder observes children in their play and keeps a record of their achievements, linked to the early learning goals and supported by photographs. Next steps are realistic and show that the childminder has a precise knowledge of children's individual development. Parents are aware of children's learning journeys and receive verbal information on a daily basis about the activities they have participated in. However, there is scope to improve the information parents receive about how they might support their children's learning at home.

The childminder makes good use of her local community and beyond to enhance children's learning and experiences. For example, children visit the local library, a nearby cathedral and nature parks for walks. A suitable range of resources are in place to help children gain an awareness of the diverse society in which we live and they explore some beliefs and traditions, such as Chinese New Year in a fun and interesting way. For example, children visit a local Chinese restaurant for lunch and extend their learning by engaging in 'Chinese restaurant' role play in the childminder's home. They enjoy playing the chef and the customer, reflecting on their own experiences at the real restaurant the day before.

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

The childminder is kind and caring and has developed strong bonds with the children she cares for. They approach her with ease and happily seek comfort and reassurance, for example, when they lightly bump themselves. The childminder helps children to settle by ensuring she gathers relevant information from parents so that she has a clear understanding of their individual care routines and interests. She speaks verbally to parents every day so that they are aware of their child's day and changing needs. Children attend other settings and although the childminder has taken some positive steps to work together with providers, this has not been extended to all providers children attend to fully complement children's care and learning.

Children are happy and settled in the childminder's home, showing clear familiarity with routines, such as snack time. During these routines, children have good opportunities to develop their independent skills, as they pour their own drinks and use the sink independently to wash their hands prior to eating. They learn to take care of themselves, as they independently dress for outdoors, fastening shoes and putting on their own coat in a unique way. Children generally behave well and any minor disagreements are dealt with quickly and calmly by the childminder. The childminder is a good role model and speaks to

children in a pleasant manner, which they respond well to. She gently guides them to learn appropriate social skills, such as sharing and turn taking during play. Children's safety is a priority both within the home and on outings and they are well supervised by the childminder as they move around the home. They participate in regular fire drill practices that help children gain an understanding of keeping themselves safe in an emergency. Children spend time in the fresh air on a daily basis, either in the garden or on walks to take and collect children from school or pre-school. Several local parks are visited on a regular basis and provide good physical challenge from a variety of apparatus.

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

The childminder demonstrates a clear understanding of her safeguarding policies and procedures to protect children in her care. A range of policies to safeguard children and promote their well-being are in place and these are shared with parents. All adults within the home have undertaken suitability checks. Children are kept safe and protected from harm, as areas the children use are monitored regularly through risk assessments of the home on a daily basis. Children play in a safe and clean environment and the childminder addresses issues as and when they arise. For example, wooden floors are cleaned immediately when the childminder's dogs are let in from outside and leave wet footprints. Documentation is organised and maintained to a good standard, which effectively supports children's safety and welfare.

The childminder has made a good start to her childminding business and demonstrates a strong commitment to continually improving practice through ongoing thorough self-evaluation and training courses. She works well with the local authority and welcomes their support and guidance. The childminder demonstrates a secure understanding of the learning and development requirements, delivered through well thought out, planned activities that support children's good progress towards the early learning goals. The childminder has built positive relationships with parents, which benefits and supports children's time in her care. They speak positively about the childminder and her practice in written feedback, commenting that there is a 'fun and confident atmosphere, with lots of variety in activities'. The childminder is knowledgeable regarding working together with outside agencies as the need arises to support children's 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
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	EY466388
Local authority	Cambridgeshire
Inspection number	932630
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
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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