

Inspection date	06/06/2014
Previous inspection date	10/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are settled and confident in the childminder's home. They are emotionally secure and the childminder and assistants work closely with parents to ensure children's individual needs are met.
- The childminder supports older children to explore their ideas by giving them time, space and resources to play. As a result, children's creative thinking is fostered generally well.
- The childminder understands safeguarding issues and procedures. This means children are protected in her care.

It is not yet good because

- Young children are not challenged effectively during their time with the childminder. Therefore, not all children make good progress.
- Not all teaching is consistently good yet. The childminder and her assistants do not always use open-ended questions, which means that children's thinking and speaking skills are not fully promoted.
- The childminder has not explored all opportunities to build on partnership with parents to further extend children's learning at home.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and in the garden. She spoke to the childminder, assistants and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working and living on the premises and a range of other documentation, including daily registers.
- The inspector took account of the views of parents spoken to on the day, and as recorded in reference letters.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Elke Rockey

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged eight and 12 years in a house in Hardwick, Cambridgeshire. The whole of the ground floor and the enclosed rear garden are used for childminding. The family has cats, fish and guinea pigs as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. The childminder works with two assistants. There are currently 27 children on roll, four of whom are in the early years age group. They attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday for 50 weeks a year. She is a member of the Professional Association for Childcare and Early Years and works closely with the local authority advisors.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching to provide children with good levels of challenge by carefully shaping opportunities to follow and build on children's interests.

To further improve the quality of the early years provision the provider should:

- ensure adults consistently ask more open-ended questions during play activities to promote language and thinking skills
- build on partnership with parents to further support children's learning at home.

Inspection judgements

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

Regular observations are carried out on children and are linked to appropriate guidance so that children's progress can be tracked. This includes the progress check completed between that ages of two and three years to ascertain children's development. An electronic system allows the childminder to plan a programme that covers all seven areas of learning. Next steps are accurately identified and suitable daily plans are targeted towards children appropriately to support children's learning. These daily plans are discussed regularly with assistants to ensure continuity of learning. However, not all activities for young children are executed well enough to ensure each child is challenged. For example, a tray is filled with foil and sea creatures. The childminder labels some

creatures and asks the child what the toy creatures are called. The child becomes interested in the foil to explore the noise. This interest and exploration is not followed by the childminder. As a result, children's learning experience is not shaped to build on their interests and make the best possible progress. The childminder and assistants ask a mix of questions during play. For example, children are encouraged to make decisions by being asked 'what else might we need?' However, on occasions some closed questions are asked which only require a single answer. Therefore, children's early speaking and thinking skills are not consistently promoted. This means the quality of teaching is not as good as it could be. Therefore, children make satisfactory rather than good progress in their learning.

Older children have sufficient time to create their own play and explore their ideas. For example, a child wants to use glitter and chooses to stick several pieces of paper together. The childminder supports the child with how to do this as they decide to use sticky tape, scissors and glue. The child manipulates the scissors and tape to achieve the desired goal. This promotes children's creative thinking skills. The space and position of the paper is discussed giving mathematical concepts meaning. Using these tools allows children to practise using their small finger muscles which are important for good writing skills. Concentration is maintained by children as the childminder encourages them to persevere. This supports children's skills for future learning when they go to school. Outdoors children have the opportunity to use their large muscles as they kick balls, climb up and down slides and attempt to use hoops. Children are supported by the childminder and assistants to role play familiar situations. For example, in the home corner, young children pretend to pour cups of tea and older children pretend to cook. Different foods are named extending children's vocabulary. The childminder and assistant extend learning and play as a shopping list is introduced by the adults. This fosters children's early reading and writing skills generally well.

Young children are learning to take turns with the childminder. For example, scarves are used to play peek-a-boo. Children delight in the anticipation of hiding and revealing themselves to the adults. Then happily pass the scarf to the childminder to do the same. This supports their personal and social development. The childminder spontaneously sings simple counting songs to the children which promotes their emerging awareness of numbers. Information from parents is gathered on entry to assess children's starting points. The childminder and assistants regularly give parents ongoing information about their child's learning. Some ideas for learning at home are promoted, such as borrowing books from the childminder for children and parents to share. However, the childminder has not considered other ways of building on this so children's learning is fully extended at home. The childminder works in partnership with other providers who deliver the Early Years Foundation Stage. For example, learning summaries about older children are exchanged so all identified next steps are consistently supported. This means that children benefit from a shared approach to learning.

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

The childminder and assistants have good relationships with the children. Children feel secure in the setting and seek out the adults for reassurance. For example, a young child

crawls towards the childminder when she is out of sight. The child is quickly soothed through gentle speaking and cuddles. Settling-in procedures are flexible to children and family's needs. Parents know who their child's key person is and appreciate all the information that they are given verbally including the electronic daily diary. Children's routines and individual needs are discussed with parents before they begin attending. This supports children emotionally who begin care with the childminder which means that there is a continuity of care to support children's care needs.

Children's behaviour shows that they feel safe and secure in the home. Unacceptable behaviour is consistently managed by the childminder and her assistants. For example, when children shout, they are gently reminded that shouting is not needed indoors. Independence is fostered generally well. Children are able to choose whether they would like to play inside or outdoors. This freedom of choice encourages children to make independent choices to meet their own needs. Children wash their hands by themselves before eating and after toileting. These skills prepare children generally well for the next stage in their learning. Nappy changes are carried out hygienically. Children are offered a healthy choice of meals and they are able to access the garden to benefit from daily fresh air. Some children bring their packed lunch from home and the childminder supplements this with fresh fruit. Lunches are stored in the fridge to ensuring they are kept fresh. As a result, children's health is appropriately promoted.

Children learn to keep themselves safe. Older children tell the inspector they have to look both ways before crossing the road. Children learn about taking supervised risks in their play when they visit parks. During this time they enjoy using climbing frames. This supports their physical development. Adults supervise children well. For example, they stay near very young children to ensure they are kept safe. Children are encouraged to be considerate of each other as the adults ask them to step over one another's play spaces. This helps children to be aware of their own safety and that of their friends. Suitable resources allow children to have choice in their play. They are accessible and range from craft materials and construction to treasure baskets for babies to extend their sensory learning.

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

The childminder has a satisfactory understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Assistants are safely recruited and vetted thoroughly. This ensures they are suitable to work with children. A clear induction procedure ensures that assistants know their role. All adults are first-aid trained. Children are kept safe from harm as the childminder and assistants demonstrate a clear understanding of their responsibilities regarding safeguarding procedures. There are clear policies in place to follow if they have concerns about a child. This ensures children's well-being is protected. There are suitable policies and procedures in place that ensure the provision is managed reasonably well. Risk assessments and daily checks identify hazards to children. All accident and medicine records are kept confidentially on the electronic system which are also printed off for parent's convenience.

Since the last inspection and subsequent monitoring visit, the childminder has been working closely with the local authority advisers to improve the service that she provides. For example, she is in the process of completing a level 3 qualification and values the benefits of training. In addition, several courses have been identified for assistants who are new to childcare. Regular meetings are held by the childminder and her assistants to discuss the children and how to meet their individual needs. The childminder has started to monitor her provision and has completed a self-evaluation form to identify areas for improvement. Regular surveys gain parents' views. This reflective practice helps the childminder continue to make steady improvements to benefit children. She ensures her assistants are also familiar with the areas that she wishes to improve upon. Positive steps are taken to monitor their knowledge and skills.

Parents are happy with the care their children receive from the childminder and her assistants. For example, they say that their children have had a solid base before starting pre-school. Discussions about their children's progress regularly take place. Policies and procedures are easily available for parents to see so that they have a clear understanding of her practice. The childminder is aware of other agencies to support children and families further if needed. Partnership with other providers is embedded. This is appropriately used to benefit children's learning. Children's learning is monitored using the electronic system showing children make steady progress.

The Childcare Register

The requirements for the compulsory 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	EY389331
Local authority	Cambridgeshire
Inspection number	965336
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	18
Number of children on roll	27
Name of provider	
Date of previous inspection	10/12/2013
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

