

<b>Inspection date</b>	06/06/2014
Previous inspection date	22/01/2009

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### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder provides a wide range of stimulating activities and takes children on visits to the local community. In this way, children's all round development is promoted and they make positive progress towards their learning goals.
- Strong partnerships between the childminder and parents contribute effectively to children's well-being. This means children quickly settle in the care of the childminder and demonstrate a good sense of security.
- The childminder has a good understanding of safeguarding procedures and as a result, children are protected in her care.
- Children's independence and self-care skills are promoted well because the childminder encourages children to do things for themselves.

#### **It is not yet outstanding because**

- There is scope to enhance the ways in which children's progress and educational programmes are monitored, to improve even further, the identification of interventions needed to support children's learning.

## 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 in the childminder's home and in the garden.
- 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 looked at children's learning journal documents, planning documentation, the self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Full report

### Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two adult children in a house in Somersham, Cambridgeshire. The whole of the childminder's house is used for childminding, except for the ground floor office and there is a fully enclosed garden for outside play. The childminder attends a toddler group and activities in the local community. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 16 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

### 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 ways to monitor children's progress to ensure this already good procedure identifies children's learning needs clearly, and any gaps in provision are addressed.

## Inspection judgements

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

The childminder provides a homely and nurturing environment where children are confident to explore and play contentedly. The wide range of activities and toys available ensure children are able to develop in all seven areas of learning. This childminder plays alongside and extends children's learning by questioning and showing them how to do things. For example, children show great enthusiasm as they play with sand. They use small spades to dig and carefully fill buckets showing their good hand-eye coordination. The childminder enhances learning by using language such as 'full', 'empty', 'heavy', and 'light', which introduces them to mathematical concepts in a playful way. The childminder teaches children how to successfully make sandcastles by suggesting adding water to change the texture of the sand. This delights the children and refocuses the activity well and extends their concentration. Children's communication skills are also fostered well during these activities. The childminder repeats key words and phrases as children play and this clarifies meaning successfully. As a result, children are becoming confident talkers who are able to express their wants and needs.

Children begin to develop their literacy skills during quiet story time with the childminder. Together they snuggle up comfortably and children listen carefully as the childminder reads aloud to them. They turn the pages at the appropriate time and help the childminder to count the number of ducks pictured. These cosy activities support children well as they begin to recognise letters and numbers and generally understand that text

carries meaning. As time progresses, these skills learnt with the childminder will support children well as they move on to nursery and school.

The childminder observes children as they play and makes assessments of their learning against developmental norms. Parents are well informed of children's progress through daily discussions and diaries. This also provides an ideal time for parents to share information about learning at home and consider ways in which children are best supported when in the care of the childminder. The childminder embraces their preferences and she incorporates their ideas in her practice. For example, the childminder uses sign language to reinforce her spoken word with children who have been taught this skill from an early age.

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

The positive partnerships that exist between the childminder and parents are of great benefit to children. The childminder has a good knowledge of children's backgrounds and is kept up to date with individual care needs. Consequently, children feel safe in her home and play happily. They move around confidently, seeking their own play things and following familiar routines put in place by the childminder to enhance their sense of security. Children's independence is encouraged according to children's stage of development. For younger children this includes learning how to wash their hands or feed themselves with finger foods at meal times. Plenty of praise is offered by the childminder at these times and this prompts them to practise this skill even more. The childminder supports children's behaviour effectively. She understands the various phases children go through as they develop and uses appropriate strategies accordingly. For the very young this includes using distraction and gentle reminders at the right time. As a result, children learn how to play together and behave well in the childminder's home.

Children learn to appreciate that exercise is an important part of good health. This is because the childminder ensures children have plenty of opportunities to play outside in the garden and take part in visits to the local park or walk to and from school. Here they can ride bikes, run, play with balls and generally develop their physical skills well. Nutritious snacks of fruit and plenty of water to drink further supports even the youngest of children to adopt positive habits for their future good health. The childminder has a good regard for children's safety and has procedures in place to ensure children are able to play, learn and make trips to the local community without fear from harm.

The childminder provides a well-resourced home both inside and outside in the garden. Toys and activities are of good quality and support learning well. Everything is stored safely and children are able to freely access playthings or select other toys not on view from photograph albums. In this way children are always able to follow their own interests. Children's emotional well-being is fostered well by the childminder. This is especially pertinent as children face changes in their lives, such as moving to nursery or when a new child comes to the childminder for the first time. Good procedures, such as visits and settling-in sessions, help children and go a long way to lessening the anxieties at this potentially stressful time.

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

The childminder has a good understanding of her responsibilities to ensure her practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. She has a good understanding of local safeguarding procedures and is confident to identify and report concerns she may have about children in her care. A good range of policies support her work and these are updated and shared with parents frequently. The childminder also makes sure all members of her family are familiar with her good working practices and in this way, consistent measures are taken to protect children. The childminder reflects on her own practice and has completed a quality audit document to help her identify her strengths and areas of her practice that require development. Parents and children share their comments and ideas both in discussions and in questionnaires. As a result, targets for improvement are firmly focused on furthering children's development. The childminder also monitors children's progress and the educational programmes she provides. However, there is room to improve the way in which this is completed in order that any gaps in her provision and children's possible learning needs are even more swiftly identified.

The childminder puts a high priority on enhancing her own knowledge and skills. Where possible she attends training and makes good use of the internet, local authority guidance and has strong links with other childminders in the area. This means that children benefit from current childcare practice. Partnerships with parents are very good. Parents enthusiastically share their positive feedback and are delighted with the progress that children have made in the time that they have been in the care of the childminder. Parents especially highlight how children's social skills are enhanced and appreciate the interest that the childminder takes in children's experiences and learning at home. Partnerships with other providers of the Early Years Foundation Stage are established and this means that children's care and learning is coordinated well.

### **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

<b>Unique reference number</b>	222831
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	818225
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/01/2009
<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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