

Inspection date	09/10/2012
Previous inspection date	11/04/2007

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 is satisfactory

- Children's behaviour is handled well and children are encouraged to consider other's feelings from a young age as they learn important skills such as sharing.
- Children, including those very new to the setting, are happy and settled. They have formed secure attachments with the childminder.
- Children are cared for in a safe environment. Child protection procedures are secure and the childminder has a firm knowledge of them.
- Children thoroughly enjoy messy play activities and the freedom to explore different materials.

It is not yet good because

- Observation, planning and assessment systems have lapsed and are not secure enough to give the childminder enough information and knowledge about what children know and can do in order to effectively plan the next steps for children across all seven areas of learning.
- Systems of self-evaluation lack rigour and do not take into account the views of parents.
- Some everyday routines and activities lack challenge to ensure that children have as many opportunities as possible to develop their independence skills and use their developing vocabulary.

- Partnership working with other providers when children attend more than one setting has not been firmly established.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 kitchen, lounge and conservatory.
- The inspector looked at the children's learning journeys, the policy folder, children's records, risk assessments and a selection of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Anna Davies

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her two children aged 13 and 16 years in a village close to Peterborough, Cambridgeshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The house is within walking distance of local amenities, such as schools, the

library, shops and parks.

The childminder is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The childminder currently has five children on roll. Three of these are within the early years age group and two are school-age children who attend before and after school. She is open all year round from 7am to 7pm Monday to Friday except for family holidays agreed in advance. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- make systematic observations of children's development and assess their progress across all seven areas of learning in relation to their age and stage of development. Use this information to plan the next steps in learning for each child and provide challenging and motivating activities and experiences that will promote their development.

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

- develop rigorous and effective systems for self-evaluation, taking into account the views of parents, that are supported by clear improvement and development plans
- ensure that every day routines and activities provide children with opportunities to develop and challenge their independence and communication skills by: offering choices at snack time; encouraging children to dress themselves following messy play activities and using open-ended questions to give children opportunities to use their developing vocabulary
- share information and develop partnerships with other providers where children attend more than one setting to promote continuity in the children's welfare and learning.

Inspection judgements

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

Children are provided with an adequate range of activities that sufficiently cover most aspects of learning within the seven areas of development. However, systems for observing, assessing and planning for children's learning have lapsed and although have

recently been started again, they are still in their early days. As a result, the childminder does not have enough information or knowledge about where children are in their learning or the ability to securely identify the next steps in children's development across all seven areas of learning. While some activities derive from the childminder's basic understanding of children's learning needs, for example, the ability to share, this is not secure for all aspects of learning. Some activities therefore lack challenge. For example, children are not given choices at snack time or given the time or opportunity to try to undress or dress themselves following messy play activities. The childminder does not always phrase questions to support children's developing vocabulary and language skills. Children do, however, make satisfactory progress in their learning and development overall. They have good opportunities to freely explore different materials. For example, they delight in touching, tasting and mark-making with jelly, cooked pasta and instant whip. The childminder has a lovely, relaxed approach to this exploratory learning as children demonstrate their creativity and explore the textures using all of their senses. Children who speak English as an additional language are appropriately supported and frequently repeat key words that the childminder uses during play.

Children enjoy regular exercise and physical activities both indoors and out. They are able to coordinate finer movements, for example, fitting together bricks to make small structures. They enjoy books and carefully turn the pages as they read a book of choice, vocalising as they point to pictures of interest. Trips to the library further enhance children's enjoyment of books and reading. The childminder encourages shape recognition as children build with bricks and she helps children to sort the bricks according to colour. Children are curious about their environment. For example, when they hear the doorbell ring, they shout 'mummy' in anticipation of who may have arrived. A developing range of resources support children to begin to understand each other's backgrounds.

A satisfactory range of toys and resources is freely accessible to children in the conservatory. Children enjoy utilising the space available. For example, they drive their sit and ride vehicles in the lounge and hallway, enjoy messy play activities in the kitchen and sit in the play tunnel and tent for stories in the lounge. Outdoor play is offered on a regular basis, and children can move freely from inside into the garden from the conservatory. Daily care sheets detail the activities children have enjoyed and the basic areas the childminder is working on with children, such as sharing. However, as arrangements for children's assessments are not fully re-established, there is less information to share with parents to ensure that they have a good overall picture of their child's progress towards the early learning goals.

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

Those children, who have just started in the childminder's care, have settled well. They enjoy the company of the childminder who is friendly and warm. Children are encouraged to respect one another and to share popular resources. Some younger children find this quite difficult. However, the childminder provides a calm response and simple explanations to encourage fairness as well as consideration of other's feelings. The childminder encourages children to build warm relationships with each other, for example, as they play peek-a-boo behind the childminder during snack time.

Children gain an understanding of safety and appropriate risk taking. For example, they are advised to walk carefully on the floor after messy play activities until it is cleaned. Children are beginning to understand the importance of maintaining a healthy lifestyle as they are reminded not to drink from other children's cups, to wash their hands before eating and to discard used tissues appropriately. Parents provide meals for their children from home. The childminder shares her healthy eating policy with them to ensure that food provision is balanced and nutritious. Children are satisfactorily prepared for the next stages in their learning, for example, school. However opportunities to allow children to develop their independence and therefore their confidence in their own abilities, are sometimes not fully explored during everyday activities.

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

The childminder is fully aware of the Early Years Foundation Stage requirements and has all supporting literature and guidance documents. She meets all safeguarding and welfare requirements. However, she has not ensured that she continues to use effective and secure systems to observe, assess and plan for children's future learning. These were once established but due to computer failure, have been lost. However, the childminder has re-started them and has all necessary paperwork and documentation in place to ensure their effectiveness in the future.

Risk assessment records demonstrate the childminder's clear understanding of potential risks to children and the action necessary in order to minimise these. The childminder has a clear understanding about the signs and symptoms of possible child abuse and the procedures to follow should she have concerns of this nature. She has recently attended training in this area to ensure her knowledge remains up-to-date.

The childminder is able to identify her strengths and key areas for improvement which generally reflect inspection findings. However, there are limited plans in place to show how these priorities for improvement will be addressed and actioned in order to improve outcomes for children. Furthermore, parents' views have yet to be sought in order to feed into this process. Appropriate action has been taken to address recommendations raised at the previous inspection. Partnerships with parents are sound. They have access to a good range of policies and procedures so that they are aware of the service offered. However, partnership working with other providers where children attend more than one setting has yet to be fully explored, to ensure continuity for children in this situation.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY340311
Local authority	Peterborough
Inspection number	784456

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11/04/2007
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 that are usually their 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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