

Inspection date	23/10/2012
Previous inspection date	16/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 benefit from the childminder and her co-childminder's enthusiasm and willingness to get involved in their play and activities. The quality of teaching and support is good.
- The childminder has a very good knowledge and understanding about children's individual needs, family circumstances and interests as well as their parents preferences. This enables her to provide care that is tailored to meet both the children and their family's needs.
- Children's communication and language development is particularly well promoted, especially for those children who speak English as an additional language.

It is not yet outstanding because

- Opportunities to obtain and evidence information from parents about their children's learning at home on an ongoing basis, have not yet been fully explored.

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 main indoor play space.
The inspector looked at children's assessment records, a selection of policies and procedures, the childminder's self-evaluation form on-line, children's records and a selection of other documentation.
- The inspector spoke with the childminder and co-childminder at appropriate times throughout the inspection.
- The inspector also took account of the views of parents through the providers own questionnaires and letters from parents.

Inspector

Anna Davies

Full Report

Information about the setting

The childminder was registered in 1981 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Peterborough, Cambridgeshire. The childminder minds at her premises with another registered childminder. They share joint responsibility for the childminding practice. 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, pre-school's, the library, shops and parks. The family have no pets.

The childminder and co-childminder currently have a total of 11 children on roll; eight of whom are in the early years age group who attend for a variety of sessions and three are school-age children who attend after school. She is open all year round from 7.30am to 6pm Monday to Friday except for family holidays agreed in advance. The childminder supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The childminder is a member of an approved childminding network and is able to accept funding for nursery education.

What the setting needs to do to improve further

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

- consider further, how parents contributions about their children's learning and development at home, can be included and reflected in their children's assessment records.

Inspection judgements

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

Children benefit from the childminder and her co-minder's enthusiastic approach to play and their ability to effectively support children at their level. As a result, all children make good progress. Children who speak English as an additional language particularly make good progress in their communication and language development, given their starting points.

Older children confidently solve problems such as which size car will fit down the ramp on the toy garage. This is well supported by the childminder who asks simple questions to promote thinking, repeats key words to reinforce vocabulary and sits back to allow children time to experiment and actively learn by trial and error. Children who speak English as an additional language use their home language in play and are well supported as they learn English. For example, they are stimulated by photographic books made by the childminder, of different transport vehicles which encourages them to talk about what they see. The childminder extends these observations, encouraging the child to look and comment upon finer detail in the picture. Children have opportunities to recognise familiar words as they select place mats with their names on and these include surnames for older

children, which provides appropriate challenge. Children enjoy choosing from the good range of freely accessible books and quickly find ones of particular interest to eagerly share with the childminder. Children have lots of opportunities to learn about their local community and good use is made of local facilities and groups to extend the learning experiences and activities for children. For example, regular trips to the local country park give children who particularly enjoy the outdoors, opportunities to exercise, enjoy nature and collect natural resources for using creatively back at the childminder's home. Children are beginning to understand and learn about the wider world through a good range of resources reflecting diversity and through the celebration of multicultural festivals.

Observation, assessment and planning arrangements are well established. The childminder has just introduced a secure system for identifying credible starting points when a child begins in her care. This information is then built upon by making regular observations, identifying next steps and planning activities to meet children's interests and learning needs across all areas of learning. Parents are encouraged to look at their children's assessment files and support is given to help parents promote their children's learning at home, such as, passing on the words of children's favourite songs. However, there is no secure way of evidencing and encouraging contributions of information from parents about their children's learning at home, to further enhance assessment arrangements and to ensure a holistic view of children's progress and possible next steps. Any concerns about a child's development are discussed with parents and appropriate action is taken to ensure children's needs are identified, discussed and assessed by the relevant professional.

Children benefit from a well-resourced, indoor and outdoor environment. Toys and resources are stored at low level which means that all aged children can freely access toys of their choosing, thereby promoting their independence. The play space is welcoming and child-friendly with children's work and posters displayed, which encourages children to feel a good sense of belonging.

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

The childminder has a very good knowledge and understanding of children's individual routines, preferences, interests and family circumstances, which ensures that she can provide tailored and flexible care to suit family's and children's individual needs. As a result, children are happy and settled in the childminder's care and demonstrate that they have secure attachments with her and her co-minder. This gives children the confidence and sense of security to enjoy all the activities and experiences on offer. Children just settling in have already developed a close bond with their preferred adult and use them as a base as they develop their confidence and explore the resources.

Children of all ages mix well together and behave well. They show developing skills as they learn to share with younger children who want to join in. The childminder models this well and in an age appropriate manner, for example, saying 'one for...and one for...' Children receive lots of praise from the childminder who makes sure she notices their achievements. This boosts their self-esteem as they proudly exclaim 'down, down' as they

Manoeuvre the cars. Older children independently use the toilet and facilities such as a low-level step, help them to develop their independence and self-care skills. They are keen to wash their hands which demonstrates an understanding of good hygiene routines. These are also visually displayed in order to prompt children's learning about good hygiene. Children understand about a healthy lifestyle through regular fresh air and physical activities built into daily routines as well as through activities such as growing their own vegetables in the garden. Parents provide most of the food for children. A clear, food policy communicates the childminder's commitment towards healthy eating.

The childminder is wholly committed to ensuring that children are happy, secure and have good communication and social skills prior to embarking on the next stage in their learning journey, such as, school.

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

The childminder and co-minder have worked closely together for over 15 years. Parents particularly comment that they like the fact that their children are cared for by experienced childcarers. The childminder's use this wealth of experience to continue developing and improving their educational provision. The childminder's use information and ideas from other childminder's and local settings to improve the effectiveness of their own systems. The childminder is committed towards promoting children's safety and welfare, and all legal requirements are met. Risk assessments are completed each day to ensure the environment is safe for children. Annual risk assessments are documented clearly and reviewed regularly for all types of outings as well as areas of the childminder's home that children use. All documentation required to support children's welfare and safety, is in place.

The childminder has a secure understanding of the procedures to follow should she have concerns about a child in her care. A written policy is shared with parents to ensure that they are also aware. The childminder and her co-minder evaluate and assess their practice jointly. They have completed the Ofsted self-evaluation form and are clear about their strengths and areas for further development, with plans in place to address these. The childminder takes into account parental feedback, which is very positive. For example, one parent comments 'I cannot speak highly enough of both the childminder's' and others appreciate the flexibility the service offers. Actions and recommendations raised at the last inspection have been addressed effectively, demonstrating the childminder's good capacity to improve. The childminder frequently attends training initiatives, for example, outdoor play and road safety, in order to gain further ideas and keep her knowledge up to date.

Effective partnership working with the local pre-school enhances continuity for those children attending this setting as well as the childminder's. Partnerships with parents are good and make a significant contribution to children's well-being. A good range of policies and procedures ensures that parents are fully aware of the service provided. Some have been translated into other languages to ensure that they are accessible to all.

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	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	256942
Local authority	Peterborough
Inspection number	818535
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	16/12/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 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.

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

