

Inspection date	12/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 are embraced and nurtured as part of the childminder's extended family. They, therefore, enjoy high levels of self-confidence and esteem.
- Good partnership working with parents and other providers make a strong contribution to meeting children's needs.
- Children's communication and language development is promoted very effectively.
- The good quality interaction and support from the childminder ensures children make good progress in their learning and development.

It is not yet outstanding because

- Although, the childminder has a very clear understanding about individual children's learning needs, there is no clear system as yet, for monitoring and tracking children's progress over time towards the early learning goals.
- Resources and images that enable children to begin to learn about diversity in the wider world are limited.

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 and conservatory.
The inspector looked at children's assessment records and photograph books, a selection of policies and procedures, children's records and a selection of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector also took account of the views of parents through the written feedback they had left for the inspector.

Inspector

Anna Davies

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a village just outside Peterborough City Centre, Cambridgeshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Overnight

care is also available for up to two children. The house is within walking distance of local amenities, such as schools, pre-schools, the library, shops and parks.

The childminder currently has four children on roll, all of whom are in the early years age group, although, two attend school on a full-time basis. They are cared for by the childminder before and after school, as well as the school holidays. The childminder's provision is open all year round from 7.30am to 6pm, Monday to Friday, except for family holidays agreed in advance. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- increase children's understanding of the wider world by developing the range of resources and images that reflect the diverse society in which they live
- develop planning and assessment to clearly demonstrate, monitor and track children's skills, abilities and overall progress towards the early learning goals.

Inspection judgements

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

Children are offered a wide range of activities and learning experiences, relevant to their ages and individual learning needs. The childminder has a clear understanding about how young children learn and uses this to good effect during her support of activities. During a painting activity, the childminder promotes many areas of learning. For example, she encourages independence as she allows the children time to work out how to get the lids off the bottles of paint. She promotes their investigative and exploratory skills by asking 'What does it feel like?' The childminder introduces counting as she shows them how to make marks with the paintbrush and promotes their language development well as she asks questions, reinforces key words and introduces new ones, such as 'squeeze'. Furthermore, the childminder uses spontaneous and everyday activities and routines to effectively promote learning. For example, she shows them how to purposefully wash their hands after messy activities and the children enjoy seeing how the water runs through their hands. At lunchtime, children develop their independence as they make their own sandwiches, choosing fillings and spreading the butter themselves.

Activities are planned in a flexible way due to the children's attendance patterns. The childminder demonstrates a very clear knowledge about individual children's learning

needs and their next steps. She uses this information effectively to plan activities and support children, so that they make good progress. The childminder is just beginning to use a designated website to record her observations and her very good knowledge about where children are at in their learning, as well as the future goals she has identified for them. However, at present, there is no clear system in place to demonstrate, track and monitor children's overall progress towards the early learning goals.

Children's physical development is promoted well. For example, the childminder ensures that children have their soft, padded shoes on to help them when taking their first steps on her tiled floor. She places young children at low-level furniture, supporting them to stand up and take their first steps. Some young children are very confident in their physical abilities and the childminder allows them time to practise these skills and to take supervised risks, such as climbing the stairs and climbing onto chairs. Children visit local groups where they have good opportunities to socialise with others. Older children begin to understand about similarities and differences in people, for example, as they celebrate the Olympics and Paralympics. However, younger children have fewer opportunities to pick up these positive messages through their play, as resources and images reflecting diversity, are limited. Children enjoy a wide range of outdoor learning opportunities where they learn about their natural environment. For example, they enjoy nature trails at the local country park and help the childminder to clear the leaves in the garden. They sort them into different colour groups, which also promote their problem solving skills. Counting is threaded through into everyday activities. For example, children learn to count the marks they make and the number of arms they have as they go into the apron sleeves. They enjoy lots of creative activities, for example they love to investigate paint with both hands and brushes, mixing colours and making marks and handprints. Children enjoy reading books and sharing favourite stories with the childminder, who uses the opportunity to promote their understanding and language development. For example, she says the key words in relation to the pictures that children point out. She models the correct pronunciation when children say words for themselves and asks them simple questions, such as 'Where is...?'

Children benefit from a good quality environment, both indoors and outside. The conservatory provides the main play area for children. Here, they are able to freely access a good range of interesting and stimulating resources stored at their level. This enables them to make independent choices and decisions about their play. Parents are constantly involved in their child's learning, development and progress. The childminder provides much support to parents and as a result, they share lots of information with her about what they know about their children. Consequently, the childminder gains a complete picture of each child's learning and development, which helps her to meet their needs effectively. The childminder is fully able to identify concerns in relation to children's development. She works closely with parents and other professionals, in order to meet and effectively support children's individual needs.

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

The childminder knows the individual children she cares for extremely well. Children demonstrate that they feel very safe, secure and truly loved, in her care. Excellent, close

partnerships with parents ensure that children very much feel like part of an extended family. This serves to ensure that their individual needs are very effectively met. Children enjoy close, warm and loving relationships with the childminder and they enjoy her cuddles, affection and constant reassurance and praise that she gives each of them. As a result, children display high levels of self-confidence and self-esteem and are well prepared for transition to school or other settings when the time comes. Children are encouraged to develop close relationships and show consideration to each other. They are helped to show tenderness and affection towards one another. The childminder provides an excellent role model for this.

Children are encouraged to lead a healthy lifestyle. For example, they enjoy plenty of fresh air and exercise, eat healthy and balanced and nutritious meals and snacks. They are able to readily access their drinks when they feel thirsty, so stay well hydrated. Children are gaining an awareness of safety. For example, they understand that if it has been raining, the decking outside becomes slippery and is, therefore, not usable or safe. The childminder's home is very clean, tidy and well maintained, which promotes children's welfare. Nappy changing procedures effectively reduce the risk of cross contamination. Under floor heating in the conservatory promotes children's well-being, especially those, who are not yet so mobile.

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

The childminder demonstrates a clear understanding of the legal requirements in relation to the safety and welfare of children and their learning and development. She has built up a good quality provision for the children she cares for in the short amount of time since registration. The childminder is beginning to use a designated website to collate all information, which benefits parents as they are able to log in and read, for example, the wealth of policies and procedures, as well as view the risk assessments. This means that they are kept well informed of the service that the childminder is providing for their children.

The safety of the children is given high regard. Risk assessments are implemented effectively to ensure that the indoor and outside environments remain safe for use by children. The childminder is clear about her responsibilities towards protecting children from harm and neglect. She is aware of potential signs of abuse and the procedures to follow should she have any concerns about a child in her care.

The childminder has attended various training initiatives since registration and is keen to implement new ideas that she learns about, to benefit the children's learning experiences. Although, the childminder has not yet completed any written evidence to support her self-evaluation process, she demonstrates, through discussion, that she is very aware of her strengths and weaknesses. Parental feedback is extremely positive. They comment that the childminder is 'amazing' and 'exceptionally flexible' and that the children are 'extremely well cared for'. Partnerships with other providers, such as the local pre-school and school are strong and benefit those children, who attend these settings, as well as the

childminder's home. Relevant information is shared to ensure continuity of care and learning for each child 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
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	EY444299
Local authority	Peterborough
Inspection number	798352
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
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 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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