

Inspection date	11/12/2012
Previous inspection date	17/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		2
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

- The childminder creates a secure, welcoming and stimulating environment where children can explore and investigate in safety.
- Children form secure bonds with the childminder and positive warm relationships are evident. Therefore, children are happy and settled.
- The childminder works in partnership with parents and keeps them informed about their child's learning, development and care arrangements.
- The childminder uses consistent and clear boundaries to promote positive behaviour; children demonstrate helpful attitudes to each other and the childminder.

It is not yet good because

- The childminder has not developed ways to use information consistently from observations of children at play to maximise progress for individual children.
- The childminder has not introduced ways to gather the views of others to help identify areas for development, to improve the service she provides for children.
- Information sharing with other providers of the Early Years Foundation Stage is in the early stages. This means that continuity in children's care and learning is not fully supported.

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 playroom, snack time in the kitchen and general care routines during the inspection.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector viewed the children's learning journeys, the information displayed for parents and a selection of policies, procedures and children's records.

Inspector

Karen Millerchip

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged five years and 18 months in Hampton Vale, Peterborough. The whole of the property and the rear garden are available for childminding.

There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, Monday to

Friday, except for family holidays. She is able to provide overnight care for one child under the age of eight years. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- improve the system of observation and assessment to ensure that children's individual progress is accurately tracked and monitored in all areas of learning and development. Use this information to plan activities that support children's progress.

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

- improve the sharing of information between other providers to complement children's learning and development to ensure their individual needs are met
- extend the process of self-evaluation to fully include the views of others so their contributions are considered when identifying key areas for improvement.

Inspection judgements

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

Children enjoy themselves and have formed positive relationships with the childminder and her family. The childminder is actively involved in children's play and continually talks to them about what they are doing. She develops children's communication and language skills by repeating new words to them and asking simple questions to help them think about different ideas. The childminder has an appropriate knowledge of the seven areas of learning and has suitable systems to identify children's starting points. She plans a variety of activities that reflect children's interests and provides enjoyable learning opportunities. However, plans to ensure they receive effective challenges to support their continued progression in their learning are not secure. Therefore, children's progress across the seven areas of learning is sometimes variable.

Younger children explore number, shape and texture as they try and put dry pasta shapes through the holes in a spoon and count how many fingers there are on their hand. Concentration and hand-to-eye coordination are developing well as children spoon rice and pasta from large bowls into small cups and then pour it back. Children enjoy playing in the ball pool and have great fun as the childminder hides the balls and they search to

find them. They have access to a selection of programmable toys and resources which help increase their awareness of how things work. They particularly enjoy dancing to a favourite tune that can be heard on the childminder's mobile phone when it rings. All of these experiences help children develop skills that will support them in their next stage of learning, such as moving on to pre-school or school.

Photographs of family members and siblings are displayed and children are keen to point to their own picture and those of their friends. This promotes their feelings of security and belonging. Dual-language posters, books and displays of activities linked to cultural festivals, such as Diwali, introduce children to the world around them.

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

A gradual settling-in process provides time for children to become familiar with the childminder, her family and the environment. The childminder liaises effectively with parents during induction and settling-in periods. This helps children to feel safe, settle well and provides continuity between home and the setting. Children develop sound relationships with the childminder as she knows them well and interprets gestures and sounds to identify their needs. For example, young children confidently reach up to the childminder to indicate they need some reassurance; the childminder readily comforts the children and identifies their care needs, such as needing to sleep.

Children feel emotionally secure in the care of the childminder as a result of the support and affection she gives them. She shows an interest in what children are doing and interacts with them during play to keep them interested. The childminder is a good role model and encourages children to share, take turns and develop their social skills. This helps them to learn about appropriate behaviour. Children freely select their favourite toys from a variety of resources that are attractively presented in the playroom. The childminder organises her home well to allow children to make independent choices about their play.

Children have daily opportunities to engage in outdoor activities, including learning how to ride bikes and scooters on their way to and from school. They also benefit from frequent visits to the local park where they are provided with opportunities to use larger play equipment. Children learn about nature and the changing seasons as they visit the local nature reserve to feed the ducks and collect leaves. This helps to support their overall health and physical well-being.

The childminder supports children to develop an understanding of healthy eating as she provides a variety of healthy options for snacks and meals. Children enjoy fresh fruit and breadsticks for snacks and home-cooked meals, such as lasagne, jacket potatoes and roast dinners served with fresh vegetables. The childminder is aware of children's individual dietary needs and ensures these are met. Self-help skills, such as independently accessing the toilet, drinking from their own beakers and feeding themselves, are encouraged. The childminder sensitively supports children to develop these skills while being mindful of their determination to be independent. She offers sensitive reminders about washing their hands and children hold out their hands for some sanitising gel as

part of the routine to minimise cross-infection.

Daily safety checks and risk assessments for outings promote children's safety. Children are gently reminded about the safe use of toys and equipment so they do not hurt each other. They learn about keeping themselves safe as they talk about road safety and wear high-visibility jackets when going out in the community. Safety in the home is sound as safety equipment is in place and the children identify the fire exit route because of the picture of the fire fighter and fire engine. This helps children learn how to respond in an emergency.

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

The childminder shows a developing understanding of the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Most recommendations from the previous inspection have been implemented, however, some are still being reviewed in line with recent changes.

All required documentation, children's records and parental consents are in place and organised effectively. This ensures the childminder can respond quickly in the case of an emergency. She demonstrates a suitable awareness of the strengths and weaknesses of her provision. She understands the need to take on the views of others but has not yet developed a way to do so. This means that some areas for development may be missed when planning for future improvement to the services offered to children.

The childminder is aware of her role and responsibility in relation to safeguarding and is fully aware of the procedures to follow should she have a concern about a child in her care. A written safeguarding policy, which includes the use of cameras and mobile phones while in the childminder's home, has been implemented. This is shared with parents so they understand the two-way responsibility to keep children safe. Daily attendance records are accurate and demonstrate that the childminder understands the required ratios she must maintain. This means that children are kept safe and protected from harm.

Parents are encouraged to play an active role in their children's learning. Information is gathered on entry to establish children's starting points, from a detailed 'all about me' booklet, which is completed by parents. It contains information such as the child's routines, likes, dislikes, language development and family. Daily conversations between the childminder and parents involve them in updating their children's development records and ensure that they are kept informed of their children's progress. This helps the childminder to provide consistent care. All required documentation and parental consent for activities, observations and medical treatment is in place.

The childminder has started to develop links with other professionals and recognises the importance of working in partnership in order to complement children's care, learning and development. She receives a communication book from the local nursery which ensures children receive a consistent approach to their learning. However, there is scope to

improve ways of sharing what she knows about the children in her care with other providers.

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	EY399380
Local authority	Peterborough
Inspection number	875137
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	17/01/2011
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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