

Inspection date	09/01/2013
Previous inspection date	05/11/2008

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

- The childminder provides a caring and relaxed atmosphere where children have familiar routines and consistent boundaries.
- The childminder has a satisfactory knowledge of how children learn and they are provided with a sound range of interesting activities that provide some challenge according to their ages.
- The childminder ensures that appropriate steps are taken to ensure children's safety.

It is not yet good because

- Assessment is not used effectively to show children's progress or plan the next steps in their individual learning and development.
- Parents have too few opportunities to share what they know about their child or become involved in their child's learning in order to contribute to ongoing assessment effectively.
- Self-evaluation lacks rigour and is not fully embedded to effectively identify and act upon areas for improvement.
- Resources to build on children's understanding of themselves and the wider world are not fully developed.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the childminder about her methods for assessing children's progress towards the early learning goals.
- The inspector observed activities taking place in the lounge.
- The inspector looked at children's learning records, the accident record and the register of attendance.

Inspector

Emma Bright

Full Report

Information about the setting

The childminder was registered in 1994 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and two children aged 10 and 15 years in the Ravensthorpe area of Peterborough, Cambridgeshire. The whole of the ground floor of the childminder's house and the rear garden is used for childminding. The family has three dogs and goldfish as pets.

The childminder attends activities in the local area and she visits the library, shops and park on a regular basis. There are currently three children on roll, all of whom are in the

early years age group and attend part time. The childminder operates all-year-round from 6.30am to 6pm, Monday to Friday.

What the setting needs to do to improve further

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

- use the ongoing assessment of children's achievements, interests and learning styles to shape learning experiences for each child so that they make good progress across the seven areas of learning
- improve opportunities for parents to engage in their child's development and learning in the setting and at home by encouraging parents to share what they know about their children on an ongoing basis and using this information to inform the planning of activities.

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

- build on young children's developing understanding of themselves and the wider world, for example, by using photographs of familiar people and places
- use self-evaluation to take into account parents' and children's views and use these to monitor, analyse and assess strengths and weaknesses to drive improvement.

Inspection judgements

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

The childminder has a sound understanding of how children learn. She observes children to find out about their immediate interests and knows which activities they enjoy. However, the childminder does not assess children's ongoing learning needs well enough. This means the childminder does not have detailed information to help her plan for and further support their development, therefore, children are not effectively challenged and it is not always clear how they are making progress in all seven areas of learning. The childminder discusses children's interests with their parents on a daily basis. However, parents do not have many opportunities to share information about their child's learning and development at home, in order for the childminder to use this when planning activities to fully support their progress. The childminder is aware of the progress check at age two and is developing her knowledge of this to ensure that it can be completed when appropriate.

Children are suitably supported in the acquisition of their communication and language

skills through regular conversation. The childminder talks to children, commenting on what they are doing and asks some questions to encourage their thinking. Toddlers enjoy pointing to animals for the childminder to name and she encourages them to copy. They enjoy learning to say new words, such as 'goose' and 'cockerel'. Children have access to a range of books, which they enjoy looking at. They visit the local library to borrow additional books, and this further promotes children's early literacy skills.

Children move around to explore the toys on offer and are clearly settled in the childminder's care. She praises their efforts, which motivates and encourages children to keep trying. Children develop their skills when using technology through the use of programmable toys. They show an interest in toys with buttons, flaps and simple mechanisms, which they operate competently. Older children enjoy 'memory' games with the childminder and they correctly note which object is missing. Resources are in place to help children gain awareness of the diverse society in which they live. However, the use of photographs for young children is limited. This means they have fewer opportunities to see pictures of their special people and their favourite places in order to learn about themselves and the wider world.

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

The childminder creates a friendly environment, where children are well cared for. They form relationships and attachments with others because the childminder uses appropriate strategies to manage children's behaviour. For example, she encourages children to share popular resources and take turns. The childminder finds out about children's preferences and their daily routines by gathering information from parents. This helps to promote children's sense of security as they make the transition between home and the childminder's care.

Children's emotional development is promoted as they develop affectionate relationships with the childminder. Toddlers enjoy cuddles with the childminder, while older children enjoy sharing a joke with her. For example, they discuss where wool comes from and a child observes that their jumper is pink. They laugh together as the child explains they have never seen a pink sheep. Children play with an appropriate range of toys and resources, which cover most areas of learning well. They enjoy some outdoor play in the garden, which promotes their physical development. The childminder makes use of local venues, such as parks to extend the options for outdoor play so that children benefit from fresh air and exercise.

The childminder carries out daily checks of the premises to ensure children are safe. She reminds them to be careful and supervises them well as they play. Children gain awareness of being safe as the childminder talks to them about safety issues in the home and on outings. For example, they practise the fire drill so that they know what to do in an emergency. Children develop some positive attitudes to healthy eating because the childminder discusses appropriate food for snacks and meals with parents. Children are learning to be independent as the childminder encourages them to help themselves to drinks throughout the day.

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

The childminder ensures children are safeguarded because she has a sound knowledge of the procedures to follow in the event of any concerns about a child in her care. She has attended training on child protection, which means children are kept safe and protected from harm. The childminder demonstrates a suitable understanding of her responsibilities under the welfare requirements of the Early Years Foundation Stage. She meets all welfare requirements, such as keeping accident records and a record of children's attendance. The childminder is keen to improve her service and has begun to identify some areas for improvement. She expressed interest in attending further early years training to develop her knowledge in order to improve learning opportunities for children.

The childminder has a satisfactory understanding of the learning and development requirements. However, monitoring and evaluation of children's progress is not consistent. Assessments do not effectively cover all areas of learning and parents have fewer opportunities to contribute. The childminder recognises the importance of building close links with parents. She has clear processes in place to gather and share information so children's individual care needs are appropriately met. The childminder understands about sharing information between settings when children attend more than one provision.

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	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	257010
Local authority	Peterborough
Inspection number	818536
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	05/11/2008
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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