

Inspection date

Previous inspection date

18/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- The childminder provides a warm and homely environment where children have every opportunity to make good progress with their learning and development.
- The childminder has a thorough understanding of how to support children's well-being by quickly forming strong emotional bonds and enhancing children's confidence.
- Assessments of individual children are strong and identify children's next steps in learning well.
- Children's language development is given a high priority. As a result, children who are learning English as an additional language make good progress in their communication skills and are confident and active learners.

It is not yet outstanding because

- Opportunities to extend children's learning in the garden are not maximised. Therefore those children whose preference is for outdoor learning have less opportunity to extend their skills in this area.
- Sharing of information with parents about children's learning is not consistent. As a result there may be missed opportunities for children to continue their learning at home.

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 and lounge.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, the self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and two children aged nine and 12 years in a town close to Peterborough, Cambridgeshire. The whole of the childminder's house is used for childminding, except for the top floor. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children all year at times to suit families. Currently there are five children on roll. She cares for children learning English as an additional language. The house is within walking distance of local amenities such as schools, the library, shops and parks. The family has a pet dog.

What the setting needs to do to improve further

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

- provide further opportunities for children to continue their learning in the garden by planning and developing a stimulating and inspirational space that promotes children's active learning, curiosity and explorations
- develop further the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to support children's learning at home.

Inspection judgements

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

The childminder has a thorough understanding of how to promote children's learning and development through play and uses this well to support the children in her care. The children delight in exploring the many activities available in the play room where they can freely choose resources that interest them. For example, small children's fascination for cars and other wheeled toys is well fostered by the availability of lots of vehicles and buggies of all sizes. This means that children are able to actively learn about shape, rotation and movement. The childminder is skilled in capturing these interests and using them to enhance children's learning across all seven areas and this is particularly successful for children learning English as an additional language. She promotes language development by initiating engaging conversations and demonstrating great skill as she models words and sentences. This means that children are becoming confident in trying new words and sounds and applying these correctly in their communications. For example, by saying 'car' or naming other children. The use of gestures, pictures and key words from children's home language further supports communications and promotes children's learning well. Examples of text in both English and children's home language are used on labels and signs throughout the home. This, together with story books in two languages mean children's understanding of the written word is enhanced and early literacy skills promoted.

The childminder observes children carefully and plans for their next steps in learning. For example, by providing dressing up clothes to children mastering the use of zips the childminder is able to promote children's skills to independently dress and undress themselves. This helps to develop children's self-esteem, self-help and physical development. Parents contribute well to initial assessments of their children and have

good opportunities to exchange information when taking and collecting their children. However, these occasions are not fully effective in encouraging parents to engage with their children's learning and this means there are missed opportunities to extend learning at home.

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

A particular strength of the childminder is the sensitive understanding that she shows to children experiencing difficulties separating from parents for the first time or facing changes in their lives. She carefully plans for the start of each session to enable children to settle quickly and soon become engrossed in activities and play. As a consequence, children form close attachments with the childminder. They enjoy a cuddle when tired or when frustrated and need reassurance but quickly return to their play. Gentle reminders about tidying away or not throwing toys help young children to understand how to behave appropriately. The childminder is consistent in her messages and therefore generally children behave well when in her care. Children demonstrate they feel safe by moving around independently and following routines happily. For example, children communicate they are ready for their morning sleep by finding their comforter and readily accepting being nestled into their bed.

Within the house, the environment is stimulating and well resourced to cover all seven areas of learning. Young children are able to be fully absorbed in imaginary play as they pretend to feed baby dolls and change their nappies or explore push button toys and jigsaws. However, the garden does not offer the same level of inducement. Although there is space to run, play with balls and generally enhance understanding of physical exercise as part of a healthy lifestyle, opportunities to dig, grow plants, be creative or experience other areas of learning are limited. This means that for some children learning is not maximised. When children reach the appropriate age to start nursery or school the childminder has effective procedures in place to support their transition. This means that children's stress is lessened and they will be well prepared for the next stage in their learning.

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

The childminder has a good knowledge and understanding of the Learning and Development Requirements in the Statutory Framework of the Early Years Foundation Stage. She is enthusiastic and keen to improve her service to families. She uses self-evaluation well and this clearly identifies areas of strength and areas for development. Regular contact with other childminders and local authority advisors means that the childminder remains current in her knowledge and practice. Attending training when available also means that children benefit from the childminders enhanced knowledge. She regularly monitors children's progress and reviews the experiences and activities she offers. Therefore children are making good progress towards their early learning goals and are enjoying their time in the childminder's care.

The childminder has a good knowledge and understanding of the Safeguarding and

Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage. She is aware of local safeguarding procedures and knows how to identify and report concerns about children in her care. Risk assessments together with a good range of policies and procedures support her work well and help to keep children safe in her care. Well planned outings including travelling by car, are also risk assessed to ensure that children remain as safe as possible. Partnerships with parents are good and support a continuation of care and meet all children's needs well. Every effort is also made to develop good partnerships with other providers of the Early Years Foundation Stage and this means that children's progress is well supported.

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	EY442500
Local authority	Peterborough
Inspection number	822031
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 17
Total number of places	6
Number of children on roll	5
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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