

Inspection date	18/01/2013
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

- The childminder has a secure knowledge and understanding of how children learn and develop. She carefully observes to assess their skills and interacts effectively to improve their learning.
- Children's learning and development are enhanced in the childminder's care and in their own homes. This is as a result of good working partnerships between parents and the childminder.
- The childminder makes sure that her home is safe and well organised so that children can easily select resources for themselves. This helps them grow in confidence and independence.
- Children form secure attachments with the childminder, which means they are confident, settled and keen to explore and learn.

It is not yet outstanding because

- Resources to build on babies' and young children's understanding of themselves and the wider world are not fully in place.

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 observed activities taking place in the lounge and dining room.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.

Inspector

Emma Bright

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and child aged one year in Peterborough, Cambridgeshire. The whole of the house is used for childminding. There is an enclosed rear garden for outdoor play.

The childminder attends a toddler group and activities, and she visits the shops and park on a regular basis. There is currently one child on roll who is the early years age group and attends on a full-time basis. The childminder operates all year round from 8am to

6pm, Monday to Friday, except for family holidays. She 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:

- build on babies' and young children's developing understanding of themselves and the wider world, for example, by using photographs of familiar people and places.

Inspection judgements

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

The childminder gives good priority to the prime areas of learning with children aged under three years. She is able to identify when early intervention may be needed to ensure that all children receive appropriate support. She supports the development of young children well and provides a broad and interesting range of activities for the children in her care. Younger children begin to explore new vocabulary because the childminder talks with them consistently about what they are doing. She encourages them to respond to her and they begin to babble as they play, showing a developing skill in language. This enables children to use their growing skills and become confident communicators. The childminder ensures all children are involved in shared activities, helping them to include one another in their play. Under her gentle guidance, children behave well and form caring relationships with one another.

Children readily help themselves to toys and resources to support their play because the childminder provides a well-organised environment. They confidently move around to investigate the activities due to the childminder providing novelty and interest in the setting. Babies become excited as the childminder shows them how to make the drum spin and encourages them to try for themselves. They enjoy making lots of noise as they bang the drum and laugh as they discover how to make a noise on a kazoo. Children have access to a range of books, which they enjoy looking at with the childminder. She takes them on visits to the local library to borrow additional books, which further enhances children's early literacy skills. A range of resources are in place to help children gain awareness of the diverse society in which they live. However, the use of photographs for babies and 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 childminder has a good understanding of how children learn and plans effectively to

extend and develop children's early learning and recently acquired skills. She carefully observes children to find out about their immediate interests in order to plan activities or experiences to enhance their learning. The childminder records children's progress through observations and takes photographs of them to illustrate the activities they enjoy. She works effectively in partnership with parents to support children's individual needs and discuss their child's progress. Parents are encouraged to support and share information about their child's learning at home, which aids the assessment of their children's learning.

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

Children's safety is given priority as the childminder ensures her premises are secure. Daily checks of the premises ensure children play in a safe and clean home. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, on outings she talks about crossing the road safely, which means children develop their understanding of how to be safe. The childminder acts as a good role model in the calm and consistent way she approaches behaviour management. She is positive and offers lots of praise to develop children's self-esteem and this helps them to feel good about what they do.

Flexible routines incorporate trips out to offer new experiences, such as introducing young children to larger group activities when visiting local play sessions with their peers. This helps to prepare young children for the transition to pre-school. Children enjoy outdoor play, which effectively promotes their physical development. The childminder makes good use of local venues, such as parks, to extend the options for physical play so that children benefit from fresh air and exercise. Children's health is promoted very well. For example, the childminder offers guidance and support to help them learn sensible hygiene routines. Babies demonstrate independent self-care skills as the childminder encourages them to feed themselves. They enjoy rice cakes and help themselves to fresh drinking water from souted cups.

Children's emotional development is promoted as they develop secure, trusting relationships with each other and the childminder. For example, she holds babies close to comfort them when they are tired and they are clearly comfortable in her nurturing care. The childminder makes sure she finds out about children's preferences and their daily routines by gathering information from parents. Good settling-in procedures tailored to each child's needs mean the transition between home and the setting is a positive experience. For example, the childminder encourages parents to bring a selection of each child's favourite toys and comforters from home. This helps to promote children's sense of security and they settle readily in her care.

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

The childminder is keen to provide the best quality care and learning for children and strives to continually improve her practice. For example, plans are in place to improve the outdoor environment by providing further interest and challenge for children. The childminder is committed to continuing her professional development and has plans to

attend future relevant training courses. She demonstrates a drive for improvement and through careful monitoring and evaluation has identified areas for development. As a result, this enables her to set appropriate targets to improve learning opportunities for children.

The childminder demonstrates a clear understanding of her responsibilities under the safeguarding requirements of the Early Years Foundation Stage. She meets all regulatory requirements, such as keeping records of children's details and carrying public liability insurance. The childminder ensures children are safeguarded effectively because she has a good knowledge of the procedures to follow in the event of any concerns about a child in her care. This means that children are kept safe and protected from harm.

The childminder recognises the importance of building close links with parents. She has good working relationships with them and they regularly share information so children's individual needs are consistently met. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers.

The childminder is clear about sharing information between settings when children attend more than one provision, which enables them to work together to support children's learning. She uses the guidance document 'Development Matters in the Early Years Foundation Stage' to ensure she has an accurate understanding of children's skills. This helps her to monitor and evaluate children's progress to ensure they achieve in all areas of learning and identify any gaps.

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	EY449783
Local authority	Peterborough
Inspection number	809041
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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