

Inspection date

04/02/2013

Previous inspection date

11/06/2009

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 enables children to make independent choices from the sound range of toys and resources.
- 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.
- Children develop close relationships with the childminder, which supports them to feel safe and secure.

It is not yet good because

- Assessment is not used consistently to show children's progress or plan the next steps in their individual learning and development.
- There is scope for parents to have further opportunities to share what they know about their child or become involved in their child's learning in order to contribute to ongoing assessment.
- Partnership working with other settings is not fully developed to ensure children benefit from a shared understanding between all those involved with individual children.
- Children's interest in the written word is not always effectively supported, both indoors and when on outings.

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 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 playroom and the kitchen.
- The inspector looked at children's learning records, the register of attendance and a selection of policies and procedures.

Inspector

Emma Bright

Full Report

Information about the setting

The childminder was registered in 1993 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 13 and 16 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 two cats.

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 8am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- improve 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
- develop effective partnership working with other providers, schools and professionals so that children receive the support they need to make progress in their learning and development
- 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 use this information to inform the planning of activities.

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

- develop the educational programme for literacy further by; providing opportunities for children to recognise familiar words and signs, such as creating an environment rich in print or pointing out words when on outings
- develop effective partnership working with other providers, schools and professionals so that children receive the support they need to make progress in their learning and development.

Inspection judgements

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

The childminder understands children's play and learning, and observes them so she knows their interests and what activities they enjoy. However, the childminder does not consistently assess children's ongoing learning needs. She does not always gather detailed information to help her plan for, and further support their development. Therefore, children are not effectively challenged to maximise their progress in all seven areas of learning. The childminder discusses children's interests and achievements with their parents on a daily basis. However, she has not fully established ways of encouraging parents to share what they know about their children's learning and development at

home. This means when planning activities the childminder has less information to ensure their progress is fully supported.

The childminder engages appropriately in children's play to support children's language development. She talks to children, commenting on what they are doing and asks some questions to encourage their thinking. Children have access to a range of books, which they show great interest in and enjoy looking at. They visit the local library to borrow additional books. However, there is scope to improve opportunities for further developing children's early literacy skills. For example, the childminder does not consistently point out words in books or draw attention to children's own name to support their growing understanding that words have meaning.

Children enjoy role play as they cook 'pizza' for dinner, carefully laying the utensils out on the table. They competently serve the food and offer it to others. Children develop their skills when using technology through the use of programmable toys. They show an interest in toys with buttons and simple mechanisms and competently turn on the radio to listen to the music. 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.

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

Children's health is suitably promoted because the childminder helps them understand sensible hygiene routines. They learn independent self-care skills, such as washing their hands and the childminder encourages them to feed themselves. Children enjoy fruit for snack and they have free access to fresh drinking water throughout the day. The childminder carries out daily checks of the premises to ensure children are safe. She reminds them to be careful and supervises them 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, children learn about road safety when they go out for a walk.

The childminder makes sure she 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 settle at the childminder's home. Children's emotional development is appropriately promoted as they develop secure relationships with the childminder. For example, they readily offer cuddles and enjoy being close to her. 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.

Flexible routines incorporate trips out to offer other 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 play with an appropriate range of toys and resources, which cover most areas of learning well. They enjoy some outdoor play, 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 effectiveness of the leadership and management of the early years provision

The childminder has a satisfactory understanding of the learning and development requirements. However, monitoring and evaluation of children's progress is not consistent and assessments do not effectively cover all areas of learning. The childminder has a sound understanding of safeguarding and keeps up-to-date, refreshing her knowledge by attending relevant training. This means children's safety is promoted well. The childminder demonstrates a suitable understanding of her responsibilities under the requirements of the Early Years Foundation Stage. She meets all welfare requirements, such as keeping records of children's details and carrying public liability insurance.

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. However, parents have limited opportunities to contribute information about their child's learning. The childminder understands about sharing information between settings when children attend more than one provision. However, there is scope for further development in establishing effective working relationships in order to promote children's learning and development. 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 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
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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	257021
Local authority	Peterborough
Inspection number	818537
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	11/06/2009
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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