

Inspection date	05/02/2013
Previous inspection date	31/01/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children are cared for in a nurturing and supportive environment. They are happy and form secure attachments with the childminder and her assistant.
- Clear and consistent boundaries ensure that children develop an understanding of acceptable behaviour.
- The childminder promotes the safety of children well. She has assessed the risks to her home and minimised them sufficiently so that children are able to move around safely as they play.

It is not yet good because

- Children's understanding of the importance of adopting a healthy lifestyle is not sufficiently well supported in relation to the effects of smoking.
- There is scope to improve the effectiveness of self-evaluation by updating it with the impact that improvements have on outcomes for children.
- Systems to track and monitor children's progress across the areas of learning are not used regularly enough to be fully effective.

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 children at play throughout the inspection and discussed the observations with the childminder and her assistant.
- The inspector looked at the areas of the premises used by the childminded children.
The inspector looked at a selection of children's records, policies and procedures
- and other relevant documentation including the self-evaluation and risk assessments.

Inspector

Anne Archer

Full Report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Orton Goldhay area of Peterborough and uses ground floor rooms and the rear garden for childminding.

The childminder visits the local shops and parks with the children on a regular basis. She collects children from the local school and pre-school.

There are currently nine children on roll, including five in the early years age group who attend for a variety of sessions, and four school-age children who attend before and after school. The childminder is assisted by her daughter on a part-time basis and operates each weekday all year round from 7.30am to 8pm, 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:

- ensure that children know the importance of good health by talking to them about and giving them examples of what adopting a healthy lifestyle means in relation to the effects of smoking.

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

- maximise the usefulness of the self-evaluation by updating it with the impact that improvements have on the well-being and learning of the children
- enhance the effectiveness of assessment by tracking and monitoring the progress children make towards the early learning goals more regularly.

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 the areas of learning and provides a range of activities that hold children's attention. For example, the childminder makes sure that there is a selection of electronic toys available when a child who is attracted by flashing coloured lights is present. She also ensures that there is sufficient clear floor space when a younger child attends, so that shuffling about is trouble free. Communication for all children, including those for whom English is an additional language and those who are not yet speaking, is well supported. The childminder listens to children as they try to communicate their wishes and repeats the correct words back to them, so that they hear the word pronounced correctly.

The childminder and her assistant review the activities they provide each day to make sure they provide activities which support the children's current interests and emerging learning needs. Regular observations are made of the children as they participate in these and during free choice play. However, tracking and monitoring of children's progress is not yet sufficiently developed to ensure young children acquire the necessary skills to support

their future learning.

Younger children learn from watching older children and enjoy copying and playing alongside their older friends. They also enjoy the time they spend with an adult, such as when they play with shapes together. Children have a varied range of safe, suitable toys to experiment and play with. They do this either in the living room, the hallway or the kitchen/diner. The childminder demonstrates through observed practice and through discussion that she understands how children learn and that she has the skills to support their learning. She communicates daily with parents to make sure she is aware of any changes in the child's life which may affect them while they are with her. She liaises with parents in a variety of ways to suit their individual circumstances. For example, because one parent is unable to collect her child, the childminder sends her a daily text, sometimes with a photograph, of what the child has been doing, so that she feels involved. The childminder has established links with other settings that the children attend. They share information regularly to support the continuity of children's learning.

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

Children feel secure with the childminder who makes sure she obtains information from parents about their likes and dislikes and routines. Her knowledge and understanding of their needs is clear. She makes sure that each child feels valued by giving them her individual attention whenever she can. For example, she and a younger child snuggle up in an armchair together while the child has a drink. The childminder has all the necessary information about children's medical and dietary needs and all written information and consents to enable her to care for the children as the parents' wish. She and her assistant provide the children's meals and snacks offering choices which enable them to learn to make healthy decisions. Snacks, such as bananas are eaten in the living room, although children sit together in the kitchen/diner at meal times which provides an opportunity to reflect on what they have been doing and talk about what they will be doing later in the day. Whilst children learn about healthy eating, the impact that good personal hygiene has on their general health and enjoy a variety of opportunities to engage in physical play, they have recently been receiving mixed messages about another life choice that may affect their health, smoking. The childminder is taking positive steps to resolve this issue by not using the electronic cigarettes which are supporting her to stop smoking, in front of the children.

The childminder uses the links she has established with other providers to smooth the children's transitions to pre-school and to reception class. By visiting regularly, and by taking and collecting other children, they get to know the establishments well before they start there. Children's behaviour is supported by the clear house rules and the boundaries children have depending on their level of understanding and maturity. The childminder and her assistant encourage and praise the children throughout the day which supports their confidence and self-esteem.

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

The childminder has a clear understanding of her responsibilities to meet the learning, development and care requirements of the Early Years Foundation Stage. She uses reflection and discussions with her assistant and parents to enable her to identify and analyse the strengths and weaknesses of her provision and make plans to improve. However, in her written evaluation she does not state how improvements have a positive impact on the children's learning and well-being. The childminder and her assistant use their regular observations to assess children's development and learning although they are not currently tracking children's progress towards the early learning goals frequently enough for their monitoring to be fully effective in ensuring that teaching is targeted at the areas which will most benefit children's readiness for school.

The childminder's understanding of how to keep children safe and of the signs of child abuse is secure. She is able to demonstrate her understanding of her local Safeguarding Children Board advice for the reporting and recording of potential concerns. Her own procedures reflect these and are shared with her assistant and with parents. Visual health and safety checks are carried out on her home by the childminder and her assistant throughout the day. They also make sure that anywhere they take the children on outings is safe before they begin to play. A recent event of a child becoming distracted and wandering off in the wrong direction on the way to school, has resulted in a review of risks and a decision to have young children hold onto the buggy at all times and not just when they are near busy roads. External doors and gates are kept secure with keys stored safely to allow a fast exit in an emergency. The emergency evacuation is practised with children and any issues, such as the noise of the alarm, are recorded and subsequently dealt with.

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	257101
Local authority	Peterborough
Inspection number	903826
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	9
Name of provider	
Date of previous inspection	31/01/2011
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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