

### Inspection date

Previous inspection date

18/06/2013

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

- Children are curious, inquisitive learners who are offered diverse and interesting opportunities to learn about the world around them and the area in which they live. They learn about nature and plant and grow vegetables which they cook and eat.
- Children have access to many books and read stories each day both independently and with the childminder. This helps them develop an early love of books and they enjoy the cosy story times they have together.
- Children enjoy nourishing and balanced snacks and 'heart healthy' meals. They learn about healthy lifestyles as they take part in cookery activities and brush their teeth after eating.
- Risk assessment of the setting is rigorous and the childminder is careful to visit any venues before children are taken on outings. This ensures that risks to children are minimised.

#### It is not yet outstanding because

- The childminder misses some opportunities to develop children's language and understanding during activities, which does not always maximise opportunities to support children in this aspect of their development.
- The mealtime routine does not encourage children to use good manners. This does not help to fully equip their otherwise, good skills for the future.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 main room, kitchen and outside play area.
- The inspector looked at children's records, a selection of policies and other related documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector also took account of the views of one parent spoken to on the day and information taken from parental surveys carried out.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with her daughter, who is also a childminder, in a house in Peterborough, Cambridgeshire. The downstairs of the property and first floor upstairs are used for childminding. There is an enclosed rear garden available for outdoor play. The childminder has pet terrapins.

The childminder attends a toddler group and activities at the local children's centre. She visits the library, shops and parks on a regular basis with children. She collects children from the local schools and pre-schools.

There are currently 14 children on roll. Children may attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays. She is a member of the Professional Association for Childcare and Early Years and is working towards the Early Years and Childcare Quality Framework.

### What the setting needs to do to improve further

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

- improve the focus on helping children make rapid progress in their learning through the use of skilful questioning and explanations to support their developing knowledge and understanding
  
- support children to develop confidence in social situations by ensuring that mealtimes are social occasions where children learn good manners.

### Inspection judgements

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

The childminder has developed a good understanding of the Early Years Foundation Stage learning and development requirements. She is aware of the prime and specific areas of learning which enables her to provide the children in her care with an interesting range of experiences and activities. This means children make good progress towards the early learning goals.

The childminder works with her daughter as her co-childminder and together they manage the recording of the children's progress. Each is the key person for children in their care.

Together they plan for and offer activities aligned to children's interests and the identified next steps in their learning. This is flexible to allow for spontaneous events and so that the childminder can focus on individual children's learning to offer them challenge. For example, the childminder recognises a child's current interest in large animals they saw on a visit to the zoo. She plans an activity specifically to allow the child to explore and enjoy this new found interest and to help them achieve the next steps in their learning. The child is delighted as they take part in a number of related activities. For example, they sing animal songs, create a jungle display and make a crown to wear while going on a hunt for tigers and monkeys in the garden. The childminder makes observations of children's learning to evaluate the activity and how successfully the child has learnt from it. She uses the Development matters in the Early Years Foundation Stage guidance to track the progress children make. A computerised system is used for recording children's learning. This provides a record of children's progress which is visible to their parents and involves them closely in what their child is doing each day.

Children's language develops well as the childminder talks to them frequently. Her skilful interaction helps children learn new words as she models them clearly and reinforces their early attempts without negating the efforts they make. She uses open-ended questions to encourage children to speak and praises young children when they say new words for the first time. She gives children time to process information and to consider their responses before they answer. Children learn the art of conversation and they develop effective listening skills. This enables them to communicate clearly and they speak well for their young ages. However, there are some occasions when the childminder does not promote their knowledge and understanding so effectively, such as not introducing new vocabulary during activities. Children's early literacy skills are promoted as they have continuous access to mark-making resources. A separate art room is available for their use and they enjoy making lists before going shopping and as they participate in a pretend picnic. They make a list of the food to take and tick off items as they collect them. Children engage in many mark-making activities as they use a range of media, such as crayons, pens, pencils, chalks, glue and paint. The childminder encourages children's early reading and writing skills through good quality planned activities that fully support children to develop and make progress. For example, children have excellent access to a wide range of books as the childminder has a wide collection. In addition, the childminder accesses the book lending service at the local library and children go to 'rhyme time' there each week. Children enjoy looking at books with their friends and enjoy snuggling up with the childminder to enjoy listening to a favourite story. Through the planned activities that relate to stories read, children develop an early love of books and reading. Children's language develops further as they sing songs and familiar rhymes each day, performing the associated actions and enjoying being active. Children learn effectively through a mix of adult-led and child-initiated play, supported by the childminder's good teaching skills and the timely guidance and encouragement she offers.

Partnership working with parents is effective. The childminder develops warm and friendly relationships with them, based on trust. A home visit is carried out before each child joins the setting. This enables the childminder to better understand the home learning environment and to see how the child interacts there. In this way, discussions about home routines, likes and dislikes are easily completed. This enables the childminder to effectively promote children's learning and development. This also allows the childminder to decide

children's starting points and plan effectively for their progress from the outset. Parents are kept informed of their children's progress through daily verbal exchanges of information in addition to the on-line system. They are also encouraged to share ongoing information about what children enjoy and do. The childminder works together with them to support children's learning at home. This helps children develop a positive attitude to learning and they grow in confidence and self-esteem as they develop new skills and knowledge. This helps prepare children well for the transition to pre-school and school.

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

Children settle well at this welcoming and child-focussed setting. They form close and friendly relationships with the childminder who is attentive to their needs and supports them well. The childminder works closely with parents to help children settle easily when they join the setting. A home visit is carried out to enable relaxed discussion about care needs and the child's learning to date. This enables the childminder to offer children a consistent approach and get to know them in their home environment. Clear boundaries and expectations help children learn to behave well and share. They learn to be friendly and caring to other children and considerate of one another's needs. Children enjoy being in this nurturing and inclusive environment and engage well with the childminder as their key person.

Children develop their ability to interact socially as the childminder supports children to learn the value of positive play with other children in the setting. Older children display caring attitudes to younger ones and the childminder shows them how to gently give a baby a cuddle and kiss. She demonstrates how to carefully rub the baby's back after they have had their bottle. Children are consulted and their views taken into consideration by the childminder. For example, a child is asked if they like the tomato sauce that is being offered as part of the midday meal. When they reply that they do not, their pasta is served with the meat but not the accompanying sauce. Space within the setting is used well. Children enjoy activities in different rooms to offer them variety in their day. Resources are plentiful and of good quality; they are organised well and are child-accessible. This allows children autonomy in their play and learning and the childminder is able to meet their emerging needs well. Children therefore develop good skills to support their future learning.

Children are very well nourished at this setting. They have regular meals and nutritious snacks, such as a variety of fruits and vegetable sticks. Water is available to them throughout the day. Meals are freshly prepared each day and are rotated ever three weeks. Children sit together with the childminder and assistants as they eat, which helps them learn that mealtimes are social occasions. They enjoy friendly conversations as they eat and the meal is unhurried and enjoyable. Older children help to lay the table and pour their own drinks. All children wash their hands before sitting down at the table and brush their teeth after eating. However, good manners are not always encouraged which does not enhance children's skills for the future. Children of all ages help grow fruit and vegetables, such as tomatoes, potatoes and strawberries. They plant, tend and harvest them and enjoy eating them with their meal or as a snack. Cookery activities are a regular feature of children's learning experience. They have fun as they make their own pizzas

and learn which are healthy toppings to use. They enjoy eating their creations and taking some home for their families. The childminder offers children many opportunities to play and learn outdoors. They enjoy daily fresh air and discuss the benefit of this to their bodies. The garden is a voyage of discovery for children as the childminder and assistants create an interesting environment for them. For example, children play a game of 'Little Red Riding Hood' in the Dutch barn play house. They 'cook' and 'do some washing' while they wait for Mr Wolf to come and visit them. Children enjoy regular trips into the local area to visit parks and shops and collect other children from school. They learn to keep themselves safe as they discuss road safety and as they practise the best way to land when jumping off play equipment to ensure they do not hurt themselves.

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

The childminder is reflective in her practice and has successfully identified areas of strength and some areas for development. Since becoming registered a short while ago she has been proactive in seeking out useful training to develop her knowledge and understanding. This has had a positive effect on her childminding practice. The childminder has put a great deal of effort into improving her observations and assessments of children's learning. This has had a beneficial effect and her practice reflects her greater understanding. Self-evaluation is effectively used to enable her to reflect on her practice as she takes the views of parents and children into account. Therefore, consideration is given to all aspects of the provision to ensure she knows the different ways to meet children's needs from both perspectives.

The childminder has a good understanding of her role in respect of safeguarding children. She is aware of the local safeguarding children board procedures and has the correct contact details. She has completed child protection training and is aware of what to do should she have concerns about a child in her care. A full range of policies and procedures support the work of the setting and parents are given a copy of key policies as children begin attending. This ensures parents are aware of how she keeps children safe and promotes their well-being. The childminder has a good understanding of the welfare requirements and carries out risk assessments daily. This ensures that hazards within the premises are minimised and children are protected. Children are therefore offered a safe, welcoming and stimulating environment where they enjoy their learning and grow in confidence.

Parents enjoy positive and informal relationships with the childminder. Friendly conversations take place when children are collected and the childminder and parents exchange details about the child's day. Parents are encouraged to share information about their child's activities at home to ensure that there is a consistent approach to the child's learning and development. The childminder works effectively with the local schools and pre-schools children attend. This ensures that children receive a consistent approach in their learning and that transitions are smooth.

### **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 action. 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

<b>Unique reference number</b>	EY456994
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	899328
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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, which are usually the childminder's 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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