

Inspection date	20/06/2013
Previous inspection date	20/01/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's vocabulary develops superbly as the childminder perceptively encourages them to use language and offers them wide and varied opportunities to do so. They develop listening and attention skills as they take part in regular 'show and tell' sessions and enjoy lively conversations as a routine part of each day.
- The childminder makes use of children's interests to offer them carefully planned activities which are designed to help them make links in their learning. They engage enthusiastically in relevant experiences, which promote their rapid progress.
- Children are provided with rich and exciting opportunities to develop and improve their skills in mathematics through activities, such as making their own play dough, counting the number of children present and grouping fruits at snack time.
- Children experience wide and varied opportunities to be physically active and are out in the fresh air daily. They visit local parks and take risks as they use larger equipment. They learn about the area in which they live and nature as they feed the birds and watch squirrels playing.
- Children are curious, inquisitive learners who are offered diverse and interesting opportunities to learn about the world around them and how different people live. They take part in exciting activities which promotes their understanding.
- The childminder has developed excellent links with local schools and early years settings which offers children smooth transitions to the next stage in their learning and a consistent early years experience.

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 childminder's main room, kitchen and the outdoor play area.
- The inspector looked at children's observation records, a selection of policies and other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of one parent spoken to on the day and through the childminder's parent survey.

Inspector

Deborah Hunt

Full Report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children in a house in Peterborough, Cambridgeshire. The childminder works from rented premises and the downstairs and first floor upstairs are used for childminding. There is an enclosed rear garden available for outdoor play. There are terrapins as pets, at the setting.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops, local library and park on a regular basis. 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 also works with up to two assistants. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. She cares for children with special educational needs and/or disabilities and those who speak English as an additional language. She is a member of the Professional Association for Childcare and Early Years and has completed 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:

- support children to develop confidence further 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 an extensive and highly secure understanding of the Early Years Foundation Stage. The accuracy with which she uses the seven areas of learning to support children enables them to make excellent progress. The environment is highly stimulating and child-focussed. From the entrance to the outdoor environment children's interest is sparked by their own work, the brightly coloured, expansive 'our world' display and wording in additional languages children attending speak. This motivates children to engage readily in all the setting has to offer.

Carefully considered, dynamic planning enables the childminder to be flexible to

accommodate children's changing interests and offer learning around spontaneous events. The activities available each day, and the use of the environment fully reflect individual children's interests and enable her to purposefully extend their learning. For example, children derive much enjoyment from reading a story about a bear hunt. The childminder devises a range of activities stemming from this, as children engage in role play to re-enact the story, paint a picture of the bear and discuss how they would react. Their interest culminates in a visit to the local park for their own bear hunt. They find their own long grass, wade through puddles, stomp in the mud and build a bear cave out of twigs and sticks. As a result, the learning children derive from these activities is a truly motivating and memorable experience as they are stimulated by new ideas that promote creative thinking.

The childminder seeks to offer all children challenge in their play and learning that is suited to their individual age and stage of development. As a result, she plans differentiated activities. For example, as part of a theme which grows out of a child's visit to a zoo children go on a hunt for jungle animals. The childminder further develops this idea as children choose a song to sing and decide on 'I'm the king of the jungle'. The childminder suggests they make crowns to go with the song. Children use brightly coloured paints to decorate them. Younger children are supported by practitioners to choose and apply the paint. Older children use this as an opportunity to explore colour mixing and make purple, pink and brown paint. The following day, they decorate their crowns further by adding coloured sand, sequins and glitter. The childminder explains that they need to be careful not to use too much glue or their crown will be too heavy to wear. Children concentrate hard as they apply glue, add sequins and explore how to sprinkle sand onto their creations. They use a pincer grip first, but decide that it is easier if they rub it between the palms of their hands and sprinkle it on this way. Younger children copy older ones and learn from their peers as they use a glitter sprinkler to make their crowns shimmer. Children's language develops as they hear new words, such as 'sparkly' and 'sequins'. Activities, such as these, engage children superbly well in their learning and maintain their enthusiasm.

Children are offered a mix of adult-led and child-initiated activities and learning opportunities. The balance changes as children grow older to become more adult-led to prepare them in readiness for school. Children are given opportunities to direct and lead their own play and learning. For example, children engage in role play as they decide to go on a picnic. A chequered cloth is spread on the floor and children make a list of what they need. They collect red cups and yellow plates and discuss the food they will take with them. They tick everything off on their list as they go. An involved conversation follows with a practitioner about how many 'babies' they will take and they count them out as they line them up in front of her. Children are excited and lost in their play during this activity. The practitioner develops their creative and critical thinking exceptionally well by using open-ended questions and prompts them to think for themselves. This helps children become capable, independent learners. Children engage in an extensive range of activities and experiences, such as dancing, playing and listening to music, treasure baskets, cookery and gardening activities, playing in the snow, learning about different cultural festivals, and visiting places of interest within their local community. This diversity makes children's experience with the childminder extremely interesting and they become active learners.

Inclusion is given very high priority. Children with special educational needs and/or disabilities and those speaking English as an additional language are given sensitive consideration. For example, the childminder arranges a community based event for children to learn about the Hindu festival of colour. She gains prior permission from her local authority to use the field behind her house and puts up posters to invite the community to join in. She spends time with children before the event explaining the story behind the festival. Children are captivated by this and go home and tell their parents. On the day, the childminder takes out trays and trays of hundreds of colours of powder paint, plays Hindu music and children have a fantastic time. They run and run with the pots of paint and it becomes a magical experience for them. Many members of the community came out to watch and a Hindu friend cooked treats associated with the festival for the children. The childminder kept some of the robes children wore when they did the paint throwing to talk to them about it afterwards. The thought put into this activity is indicative of everything the childminder plans for children and this makes their learning highly enjoyable. Children speaking English as an additional language see their first language represented within the setting. A recent theme children studied about their senses is shown on the wall in photographs with a child's first language next to the pictures. Dual language books are available and children's parents are invited in to share traditions and national dishes. The childminder makes sure she knows many of the basic words young children first learn. This helps children feel valued and included. The 'our world' display next to this further confirms these feelings and children 'own' the entire wall as they bring in pictures and photographs to add to it. Children with special educational needs and/or disabilities receive sensitive, nurturing support, tailored to meet their individual needs. Children's needs are managed inclusively and the childminder works very closely with parents and any external agencies involved.

The positive sense of achievement that children feel through the skilful teaching the childminder delivers inspires them adopt a positive attitude towards new activities and the next stage in their learning. The childminder has completed the 'Every child a talker' training and this is being used in the setting to help develop children's language. This also enables her to identify early on any support children may need to become confident and capable communicators. Initiatives, such as this, ensure children are very well equipped with the skills they will need for future learning. This prepares them exceptionally well for their transition to pre-school and school.

Parents are incredibly well informed about their children's learning as the childminder has invested in a computerised system. This comprehensively records all aspects of children's care and learning and is visible to parents through their unique log-in. This superbly supports parents to prepare for or continue children's learning within the home environment. In addition, parents receive regular newsletters, quarterly parental surveys and invitations to join the setting for social events, such as Bonfire Night. Parents are offered a formal meeting with the childminder twice a year to discuss their children's progress. Informal meetings are available at any time if parents wish to talk to the childminder. Email, texts and social media are also utilised to 'keep parents in the loop' to reassure them and ensure they do not miss children's special milestones. The progress check at age two is firmly embedded and the childminder meets with parents to complete this. Children are confident, inquisitive learners and their parents are supported as equal

partners in their progress enabling them to complement children's learning at home. Assessment of children throughout the time they are with the childminder is robust. This supports them to make impressive progress in their time with this childminder.

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

Children settle easily and are happy in the childminder's care. They feel secure and clearly display a sense of belonging. This reflects the care and diligence with which their transition from home into the setting is managed. A home visit is carried out for each child before they start, which enables the childminder to see how they play and learn in their usual circumstances. As parents and the child feel relaxed useful conversations about the child's care needs and learning to date take place easily. This enables the childminder to prepare individually and inclusively for each child and discuss the arrangements for when they join her setting. Children develop close, affectionate and strong bonds with her as a result, which enables them to develop as extremely confident, independent learners.

Children visibly know their environment well and are encouraged to explore and use the rooms creatively. The childminder encourages them to make choices in their play and children are actively engaged in directing their own learning. The childminder places great emphasis on ensuring the three prime areas of learning are firmly embedded for each child. As a result, children are treated with much respect and are fully consulted. Their interests and views are taken into consideration in planning the environment and activities, which means they feel valued and grow in confidence. Children's behaviour is exemplary as a result. Clear and consistent messages are given to support children to behave well and help them learn right from wrong. Children are encouraged to find their own solutions to minor disputes and the childminder praises their efforts. Positive praise and encouragement helps children develop confidence to manage their feelings and as a result, children play together happily. Children demonstrate increasing control in their play and confidently tell the childminder what they would like to do next. For example, children finish their lunch and fetch the binoculars they made, telling the childminder they are going outside to search for jungle animals.

Daily risk assessments are completed before children arrive to minimise any hazards, which enables children to move around safely. They become involved and learn to assess risk themselves. For example, when the new pirate ship arrives for the outside area, they help build it and discuss how careful they need to be. They talk about pirates and how they have to take care they do not drown. The childminder encourages them to consider risk in every situation she can to equip them with the skills to do this routinely themselves as they grow older. Her ability to consider skills children will need for the future informs activities and how they are delivered. For example, children take their clipboards and pens and go to watch the workmen repairing a road near them. They discuss safety before going and wear high visibility jackets. The childminder and her co-childminder use the prior risk assessment to seat the children in the bus shelter opposite and stand one either end to ensure their safety. While there, they talk about road safety and crossing. This exemplifies how effectively the childminder encapsulates risk into enjoyable and educational experiences for the children.

Children are very well nourished at this setting. They are offered something to eat every two hours with main meals and snacks at regular intervals. This ensures they do not become hungry or thirsty and learn effectively as a result. All main meals are nutritionally balanced and 'heart healthy' foods are used. Children's individual dietary needs and preferences are taken into account. For example, a child does not like the tomato based sauce offered with a pasta dish for dinner. They are provided with the same meal minus the accompanying sauce which helps them feel valued and included. However, manners at this time are not sufficiently promoted to help develop children's skills for the future. The 'eat well, live better' initiative is also considered and portion control is used to ensure children grow up aware of what food to eat and how much they need. Parents are provided with comprehensive guidance on providing healthy options should they prefer to send a packed lunch or meal from home. Children relish the opportunities they are offered to help prepare food and cook. Younger and older children become involved as they help with appropriate preparations. For example, older children weigh out and mix ingredients themselves and younger children add dry ingredients and enjoy rolling and pressing out their pizza dough. Their emerging knowledge of the contribution of healthy foods to a balanced lifestyle is further supported by the gardening they do. They grow potatoes, tomatoes and strawberries in their greenhouse and tend, harvest and eat them. This helps them learn where their food comes from and how it grows. They learn about making healthy choices and the importance of good hygiene, fresh air and exercise. The childminder talks to them about keeping healthy and which foods are good to eat. She makes sure that children have lots of outdoor play and walks, to places of interest so that they get the fresh air and exercise they need. For example, children walk to the park, local library for rhyme time and to choose books and to the local supermarket to buy the meals and snacks each week.

The childminder liaises highly effectively with children's parents to meet their individual medical and care needs. As closely as possible, children's routines at home are followed and the childminder speaks regularly with parents about their changing and developing requirements. This enables her to maintain the excellent overview she has of children's well-being. Clear procedures are in place for when children become ill. Parents receive much information about when children may or may not attend and the childminder is caring about their welfare. She checks on their progress if they are ill and children at the setting show care and concern for their friends. The organisation of the setting is excellent and offers children quiet spaces to spend time in contemplative activities and provides comfortable and relaxing room for children to sleep and rest. The safety of the environment throughout ensures children can play and learn freely and they develop a sense of security and well-being. The overall positive and beneficial ethos of the setting means these children develop as confident, secure and independent learners. This prepares them exceptionally well for the transition to the next stage in their learning.

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

The outstanding commitment the childminder has shown to developing her practice and knowledge is evident in the rapid progress children make towards the early learning goals. Since her last inspection, she has responded professionally to the recommendations set. This has been partly achieved through the large number of training courses she has undertaken to improve and update her skills and knowledge. For example, she has completed a level 3 qualification in childcare, improved her safeguarding knowledge by becoming designated person trained, attended forest schools training and the 'Every Child A Talker' training. These represent just a few of the opportunities the childminder has availed herself of. Her continuous professional development record is bursting with course certificates and her enthusiasm to develop further is boundless. In addition, the childminder has attended the revised Early Years Foundation Stage training. She uses the Development matters in the Early Years Foundation Stage guidance as a tool to pinpoint accurately the next steps in children's learning.

The childminder states that her practice and the setting bear no resemblance to where she was at the point of her last inspection. Completion of the local authority quality assurance framework has resulted in recognition of the value of reflective practice and a clear improvement plan is in place with focussed targets. Training completed in outdoor play has seen the outdoor area develop hugely. For example, she has purchased a playhouse, which children can use for imaginative play in all types of weather. Future plans include purchasing all weather suits and further developing the gardening children do. Additionally, the childminder wishes to undertake her early years degree and is looking into ways to develop the setting with her local authority. This proactive and positive approach demonstrates clearly the outstanding progress the childminder has made since her last inspection. Her capacity for continuous improvement is emphatically evident through paperwork, practice and attitude.

The childminder has an excellent understanding of how to safeguard children and rigorous policies and procedures are in place. The higher level training she has completed means she is extremely knowledgeable about the action to take should she have any concerns about a child in her care. All those living and working in the premises are appropriately vetted for suitability and the childminder ensures children are never left alone with persons who are not vetted. The childminder works with a co-childminder and two assistants who each have the required checks in place. Regular team meetings are held and individual supervisions are carried out. Annual appraisals are also in place. These measures ensure that all in the team feel valued and an important part of the setting. Training is given very high priority and the childminder aligns the needs of the setting to the individual professional development her team wish to undertake. This inclusive approach creates a cohesive team who work closely together to offer children an exceptional early years experience.

The childminder demonstrates an exceptional understanding of how to promote children's learning and development. Through detailed analysis and research she has decided on a system which she feels promotes the joint approach to children's care and learning with parents that she wishes to offer. The on-line system makes every aspect of the child's experience with the childminder visible to parents through the secure log-in each has. The meticulous detail offers parents immediate feedback on their child's day and the progress they have made. Together with the highly effective partnership the childminder develops

with them, children's education and well-being is a joint process. The recording enables her to see any gaps in children's learning easily and therefore, they are swiftly addressed.

The childminder's professional approach to joint working with other providers and professionals is also clearly evident. Children benefit hugely from interventions she has arranged. Relationships with other providers of the Early Years Foundation Stage and local schools are firmly embedded. Paperwork is exchanged to let providers and schools know about agreed arrangements. Parental signatures are provided giving permission for the pick-up or drop-off and the exchange of information. Photographs of the childminder and her team together with a summary of the service they offer are provided. This ensures that all parties involved are clear about individual responsibilities and permissions are in place. The relationships developed are nurtured extremely well and this promotes continuity in children's care and smooth transitions to their next steps in learning. Feedback through one of the parental surveys suggested parents would value a newsletter and so these are also now sent out. In this way, current initiatives, any news and future plans for the children are communicated. Bi-annual parent evenings enable parents to discuss their child's progress in detail. Social events for the whole family and wider community offer children an all-round consistency to the experience they receive with this inspirational childminder.

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

Unique reference number	EY394372
Local authority	Peterborough
Inspection number	896239
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	14
Name of provider	
Date of previous inspection	20/01/2010
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, 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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