

Inspection date

Previous inspection date

02/07/2013

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

- The childminder places a very high priority on children's developing confidence and language skills. She is sensitively attuned to children's individual abilities to express themselves and provides them with good levels of support.
- Children enjoy daily opportunities to be active and interactive as the childminder takes them to local groups, where interesting activities challenge them and help them become physically fit and improve their health and social skills.
- The childminder develops close and trusting relationships with children who flourish in her care and make good progress from their initial starting points.
- The childminder has taken a proactive approach to setting up her childminding business and self-reflective practice is a feature of the setting. This offers children a high quality early years experience.

It is not yet outstanding because

- Shared, mixed age group activities are sometimes not differentiated to meet the needs of younger children, which does not maximise opportunities for them to participate.
- The balance of activities does not always offer children sufficient opportunity to take responsibility for their own play, which does not fully support them to develop independence.

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 playroom, kitchen and garden.
- The inspector carried out a joint observation with the childminder of a letters and sounds activity.
- The inspector looked at children's observation records, a selection of policies and other related documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of three parents through written feedback provided.

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 lives with her partner and two children aged two and three years in a house in Peterborough, Cambridgeshire. The whole of the childminder's home is used for childminding. There is an enclosed rear garden available for outdoor play. The family has a pet dog.

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

There are currently two children on roll in the early years age range. Children may attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays and offers overnight care. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance ways to meet the needs of children of different ages during shared activities to ensure they can fully participate
- extend the range of activities children take part in to ensure there is an appropriate balance of solitary, self-initiated and adult-led play.

Inspection judgements

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

At the time of the inspection the childminder had only been caring for children for a short period of time. However, she is able to demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. This enables her to offer children guidance and support to develop the key skills they will need in readiness for the next steps in their learning, including school. The childminder carries out observations of children and carefully records their achievements to enable her to evaluate their progress. From this, she is able to set the next steps in their learning. Identified priorities for development inform planning and she offers children interesting and challenging experiences across all areas of learning. However, when mixed age groups of

children are present, activities are sometimes not differentiated to suit younger children. Additionally, the balance of adult-led and child-initiated activities is sometimes not suited to these children. As a result, younger children sometimes lose interest. The childminder effectively monitors and tracks children's progress towards the early learning goals. She completes the progress check at age two and involves parents to ensure this is completed in time to inform the health visitor check.

The childminder obtains useful information about children at the start of the placement including details about their learning to date. This enables her to complete a baseline assessment for children on entry to the setting, and plan effectively for their early progress. The childminder communicates with parents in a variety of ways on a daily basis. For example, she shares a written account of their child's day, uses texts and e-mails and has a social media page. This ensures parents are kept apprised of their child's day and are able to discuss this fully at collection. Children's learning journals are also shared and parents make comments, which further support their progress. In addition, the childminder offers formal parent consultations twice a year.

The childminder considers it very important that she promotes young children's communication and language skills effectively. Daily activities offer children opportunities to relate sounds to letters and they learn many other skills, which will equip them well in their future life. For example, children learn about their 'letter of the week' and see it displayed on the door to the playroom. The childminder also uses multi-sensory phonics to offer children visual reminders to help them form each letter sound. They enjoy sitting with the childminder as they discuss the date and weather and add this to their magnetic board. Children learn that yesterday the date was one number less than today. This helps them become familiar with numbers and simple mathematics. The childminder uses open-ended questions to encourage children to think for themselves as they look out of the window to decide which weather symbol to use. Children have fun as they find themselves on their magnetic 'people tree' and become familiar with one another's names as they do so. They enjoy choosing which room in the magnetic house they will put themselves in. During this cosy, communication-friendly session, children's language and understanding is promoted. Older children are offered many opportunities to practise their emergent writing as they learn the letters of their names and try writing them on the white board. Younger children explore making marks with chalks and have fun as they 'paint' with water in the garden. They show curiosity as they investigate what makes letters 'stick' to the magnetic board and test the explanation the childminder provides by repeatedly pulling them off and replacing them again. Children's early literacy skills are encouraged because the childminder reads stories with them daily. She helps them select books for their own enjoyment from the extensive range available. All children have their own book bag and choose a book each week which they take home to read. Visits to story time at the local library and children's centres further promote an early love of books and reading.

The childminder joins children in their play offering them support and encouragement. For example, children engage well as they complete puzzles. They learn about different parts of Great Britain as the childminder tells them about pictures in the puzzle pieces. They name letters they know and learn new ones as they complete an alphabet puzzle. Children create towers from brightly coloured stacking cups. They learn colour names and experiment with which size cup to use next. This helps them learn to solve problems and

they develop manual dexterity. Children's early physical skills develop as they use their legs to move the sit and ride toys and press buttons to make them 'toot'. They use larger scale apparatus in the park and are learning to develop control and co-ordination over their bodies as they dance and play ball games. Their hand-to-eye coordination develops as they search for bugs using the magnifying pots and look through the 'garden glasses', pressing the button to see different insects. Signage outdoors encourages them to make choices as they decide which leaf is their favourite. Children make 'cups of tea' on their hostess trolley and offer them to the childminder. They are busy, active learners who are offered interesting and stimulating opportunities both indoors and outside. They make new friends during visits to local groups and explore the local community. For example, children purchase food items from the shops where they help choose, weigh and pay for goods. This broadens the experiences they are offered, helps them become familiar with where they live and develops their social skills.

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

The childminder builds affectionate relationships with children and carefully considers their individual needs and well-being. Children's emotional security grows as a result of her caring interaction and they respond positively to her. Individually agreed settling-in arrangements ensure each child becomes familiar with the setting in their own time. Care and learning information is obtained from parents at this point. The childminder ensures she is aware of any dietary, medical or cultural considerations to enable her to work with families and children to meet their needs. This ensures children receive continuity and consistency in the approach taken and they make a smooth transition from home into the childminder's care. Transitions of any kind are given high priority by the childminder who understands the importance these play in children's lives. Good relationships exist with the local school and, although no children currently attend early years settings, procedures are in place to help them settle easily. For example, the childminder secures consent from parents to share information with other providers children spend time with and summary reports are exchanged. The childminder is aware of topics children study at school and supports them with homework when needed.

The childminder seeks to ensure children feel welcome and special. She attaches priority to helping them develop independence and resilience. Consequently, children enjoy their time with her and their behaviour demonstrates how secure they feel. For example, children cuddle up to her on the settee as they play a game and go to her for reassurance. The environment is very child-focussed with excellent labelling and children independently access accessible, high quality resources. Children therefore, learn to become curious, inquisitive explorers who investigate their environment confidently. Children's behaviour is managed effectively and the childminder's calm approach, and use of appropriate strategies, helps them successfully manage difficult feelings. They are encouraged to be kind to others and learn to show consideration and respect through reading books that support their understanding. The childminder is also a good role model and sensitive explanations help children develop a sense of personal accountability. Children's safety is given significant thought. For example, on trips children wear shirts that identify the setting and identity wrist straps and they learn simple road safety rules. Within the setting, the childminder reminds children to be careful as they use the step in the garden.

She supervises them to ensure they accomplish this successfully. Children learn about risk as they experiment with larger equipment at the park and during fire drills as they discuss what they would need to do. Children make sense of these experiences in their play as they dress-up in firemen outfits and discuss the fire engine they hear with the childminder.

Children become aware of how to lead a healthy lifestyle as the childminder promotes their understanding through initiatives, such as, the 'Eat well plate'. During mealtimes they discuss portion size and how a balanced diet helps them grow up healthy and strong. The childminder provides nutritionally balanced meals and liaises with parents, if they provide food, to ensure it is healthy. Children's knowledge of food and where it comes from is promoted as they grow their own cress, tomatoes and potatoes. Through planting, watering and tending them they learn how their food grows and enjoy tasting what they have grown. Cookery activities offer opportunities for discussion about good foods for children to eat and baking 'cake pops' teaches them that sweet foods can also be included as occasional treats. Hygiene arrangements are effectively considered. Children know to wash their hands before and after eating and each has their own named flannel. On a trip to a farm, children learn that they must wash their hands after feeding the animals. Through such activities, children's understanding of how to live healthily develops.

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

The childminder has a comprehensive understanding of safeguarding as she has completed training in a previous role. She has a clear policy in place, which is shared with parents from the time they first visit. Procedures are clearly understood and the correct contact details are known. This ensures the childminder is able to identify children at risk of harm and knows which agencies to contact should she have any concerns. This ensures children are effectively protected and their welfare is given high priority at all times. Supervision of children is good and safety measures are given much consideration. For example, resources are checked for safety and stringent measures are in place to ensure minded children are not in contact with the family dog. A visual risk assessment of the indoor and outdoor areas is carried out each day to minimise risks to children. Outings are separately assessed prior to the event taking place. Children are, therefore, offered an environment where hazards are kept to a minimum and their well-being is protected.

The childminder has a comprehensive overview of the educational programme. She offers children a wide range of activities and experiences to help them progress towards the early learning goals. Her previous experience and the qualification she has gained since registration have enhanced her knowledge and understanding. The self-reflective approach she brings to her practice ensures that she constantly assesses and re-evaluates the quality of her provision. Children and parents are involved as they contribute comments which help the childminder improve what is offered. The childminder takes account of their views in the improvement plan she uses to guide her which enables her to continuously develop her practice.

The childminder develops professional, friendly and supportive relationships with parents. In this way, she is able to support children's care and learning and offer them continuity

during their time with her. The parent folder and a wealth of additional information offered to parents ensure they are well-informed about the service the childminder provides. Parents speak highly of the childminder, stating that their children benefit from the 'wonderful environment' she provides and make 'significant achievements' in their time with her. The childminder is clear about the importance of developing effective relationships with other early years settings and schools. This helps children make the best possible progress and supports them effectively as they make the transition to the next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY456811
Local authority	Peterborough
Inspection number	899830
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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, 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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Piccadilly Gate
Store St
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M1 2WD

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